

November 28, 2018

Dr. Christopher M. Habben  
Marriage and Family Therapy Program  
Friends University – Kansas City (MS)

Dear Dr. Habben:

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), at its November 2-3, 2018 meeting, reviewed the Marriage and Family Therapy (MS) program at Friends University in Kansas City for Renewal of Accreditation. This review included consideration of the program's Eligibility Criteria, Self-Study, COAMFTE's Self-Study Review Letter, Program's Additional Information, Site Visit Report, Program's Response to Site Visit Report, and any additional materials submitted by the program.

The Commission voted to grant Renewal of Accreditation for a period of seven (7) years, November 1, 2018 - November 1, 2025, with **Stipulations** on the following Key Element:

#### Key Element V-C

The Commission's review of the program's Renewal of Accreditation materials is below:

#### **ELIGIBILITY CRITERIA**

##### **Commission's Response:**

The program provided sufficient information to meet all the Eligibility Criteria.

#### **STANDARD I: OUTCOME-BASED EDUCATION**

##### **Key Element I-A: Outcome-Based Education Framework**

*The program has an overall outcome-based education framework that includes the following:*

- *A description of the program's mission, and how it fits with the larger institutional setting of the program.*
- *Specific program goals (which describe broad aspirations for the program and for students/graduates of the program) are clearly derived from the program's mission and that promote the development of Marriage and Family Therapists (including knowledge, practice, diversity, research, and ethics competencies).*
- *Measurable Student Learning Outcomes (SLOs) for each program goal.*

- *Programs must include SLOs that measure student/graduate achievement appropriate to the program's mission and goals.*
- *Specific assessment measures for operationalizing the achievement of Student Learning Outcomes (including student/graduate achievement) including targets and benchmarks. Measurement includes assessment of students' academic and professional competencies by the faculty and others, appropriate to the program's mission, goals, and outcomes.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of a clear mission with specific ties to the larger institutional mission and to clearly identified program goals. The program also demonstrated measurable student learning outcomes for each goal and ways of measuring student attainment of these student learning outcomes.

**Key Element I-B: Assessment Plan with Mechanisms and Timeline**

*The program has an overall assessment plan that includes:*

- *Mechanisms in place for evaluating/reviewing the Student Learning Outcomes, including student/graduate achievements (utilizing specific measures identified in I-A).*
- *Mechanisms in place for evaluating student support services; curriculum and teaching/learning practices; fiscal and physical resources; technological resources; and instructional and clinical resources to determine sufficiency for attainment of targeted program outcomes.*
- *An assessment plan and corresponding timeline that addresses when, from whom, and how data is collected, and a description of how data will be aggregated and analyzed and the findings used for program improvement (feedback loop). The assessment plan should include a specific description of how the program will review and revise, as needed, their overall outcome-based education framework and assessment plan.*
- *The assessment plan must incorporate feedback from Communities of Interest (as defined in Key Element I-C).*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of a clear assessment plan that allows them to collect information about student learning outcomes, student/graduate achievement, and support services and resources for learning. Roles for data collection, analysis, reporting, and implementation of changes are clearly outlined.

**Key Element I-C: Communities of Interest**

*The program identifies its Communities of Interest, obtains formal and informal feedback from them, and describes how they inform the program's mission, goals, and Student Learning Outcomes. Communities of Interest vary according to the program's mission, goals, and outcomes and may include, but are not limited to, students, administrators, faculty, supervisors, consumers, graduates, potential employers, germane regulatory bodies, germane private and public funding sources, and diverse, marginalized, and/or underserved groups within these communities.*

**Commission’s Response:**

The program meets the requirements of this Key Element. The program provided evidence of obtaining feedback from their Communities of Interest and using that feedback to inform their program’s mission, goals and outcomes.

**STANDARD II: COMMITMENT TO DIVERSITY AND INCLUSION**

**Key Element II-A: Multiculturally-informed Education Approach**

*The program has a multiculturally-informed educational approach that includes:*

- 1) *specific program goals with specific Student Learning Outcomes reflecting a commitment to diversity and inclusion;*
- 2) *an overarching definition of diversity; and*
- 3) *curriculum elements with accompanying teaching/learning practices consistent with the program’s mission. The educational approach includes the teaching of ideas and professional practices for MFTs that address a range of diversity, including (but not limited to) race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual, and/or political beliefs, nation of origin or other relevant social categories, immigration or language.*

**Commission’s Response:**

The program meets the requirements of this Key Element. The program provided evidence of a program goal and three student learning outcomes specific to diversity and inclusion. Additionally, the program provided an overarching and encompassing definition of diversity and demonstrated a focus on diversity in their curriculum and supporting learning practices.

**Key Element II-B: Program Climate of Safety, Respect, and Appreciation**

*The program demonstrates a climate of safety, respect, and appreciation for all learners including those from diverse, marginalized, and/or underserved communities, and has mechanisms in place for evaluating the climate and responding to any feedback regarding the climate.*

**Commission’s Response:**

The program meets the requirements of this Key Element. The program provided evidence of creating a climate of safety and including mechanisms for feedback related to the climate. The program has demonstrated efforts to attract and retain a diverse group of students, faculty, and supervisors.

**Key Element II-C: Experience with Diverse, Marginalized, and/or Underserved Communities**

*The program demonstrates student experience in Couple or Marriage and Family Therapy practice with diverse, marginalized, and/or underserved communities. Experiences may include:*

- 1) *professional activities (such as therapy, research, supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; and/or*
- 2) *other types of activities (such as projects, service, interviews, workshops, etc.), as long as the program can demonstrate that the experience is directly related to MFT activities, and students are in interaction with members of these communities.*

**Commission’s Response:**

The program meets the requirements of this Key Element. The program provided evidence of providing students with experiences that allow them to interact with diverse, marginalized, and underserved communities.

**STANDARD III: INFRASTRUCTURE AND ENVIRONMENTAL SUPPORTS**

**Key Element III-A: Fiscal and Physical Resources**

*The program demonstrates that fiscal and physical resources are sufficient to achieve the program’s mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.*

**Commission’s Response:**

The program meets the requirements of this Key Element. The program provided evidence of sufficient fiscal and physical resources to achieve the program’s mission, goals, and outcomes as well as evidence of a review and revision process.

**Key Element III–B: Technological Resources**

*The program demonstrates that technological resources (e.g., laptops, audio/visual equipment, EMRs and Billing Systems, Virtual Meeting Space) are secure, confidential, Health Insurance Portability and Accountability Act compliant (if relevant), and sufficient to achieve the program’s mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.*

**Commission’s Response:**

The program meets the requirements of this Key Element. The program provided evidence of technological resource sufficiency as well as a process for review and revision of support, if necessary. The program provided evidence of responsiveness to concerns raised.

**Key Element III-C: Instructional and Clinical Resources**

*The program demonstrates that instructional and clinical resources (e.g., space, personnel, supplies) are sufficient to enable the program to meet the program’s mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.*

**Commission’s Response:**

The program meets the requirements of this Key Element. The program provided evidence of sufficient instructional and clinical resources to achieve the program’s mission, goals, and outcomes as well as evidence of a review and revision process.

**Key Element III-D: Academic Resources and Student Support Services**

*The program demonstrates that academic resources (e.g., library, advising, writing centers) and student support services (e.g., access to counseling, financial advising) are accessible to students and sufficient to achieve the program’s mission, goals, and outcomes. These resources are reviewed based on core faculty and student input, and the program takes action or advocates for institutional change to address areas required for program effectiveness.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of adequacy of academic and student support services, as well as a feedback mechanism for faculty and students to address deficiencies.

**Key Element III-E: Faculty Qualifications & Responsibilities**

*The faculty roles, in teaching, scholarship, service, and practice are identified clearly and are congruent with the program's mission, goals, and outcomes.*

- *The faculty members are academically, professionally, and experientially qualified to achieve the program's mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities. Faculty members must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).*
- *The program must demonstrate that it has mechanisms for reviewing and evaluating faculty effectiveness in support of the program's mission, goals, and outcomes. Faculty evaluations include explicit links to the program's mission, goals, and outcomes.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of faculty qualifications to achieve the goals and outcomes of the program. Additionally, they provided evidence of an assessment process to evaluate faculty effectiveness.

**Key Element III-F: Faculty Sufficiency**

*The faculty must be sufficient in number with a faculty-student ratio that permits the achievement of the program's mission, goals, and outcomes and ensures that student educational needs are met. These resources are reviewed, revised as needed, and support program effectiveness.*

- *The program must have sufficient core faculty members who are knowledgeable and involved in ongoing program development, delivery, and evaluation required to achieve the program's mission, goals, and outcomes.*
- *The program must have a stated process for evaluation of ongoing sufficiency of faculty resources.*
- *The program must demonstrate there are sufficient faculty and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, to connect and involve all faculty members in the achievement of expected and actual Student Learning Outcomes of the program.*
- *The program is permitted to use a combination of full-time, part-time and/or multiple adjuncts.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of sufficient faculty resources and a process for evaluating faculty sufficiency and for addressing any insufficiencies that arise.

**Key Element III-G: Governance of Program**

*Roles of faculty and student participation in the governance of the program are clearly defined and enable the program to meet the program's mission, goals, and outcomes.*

*The program must describe decision-making processes and procedures at the program and institutional levels regarding the operation of the program that support program effectiveness.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of faculty and student participation in the governance of the program to meet the program's mission, goals, and outcomes.

**Key Element III-H: Supervisor Qualifications & Responsibilities**

*Supervisors must be AAMFT Approved Supervisors or meet the supervisor equivalency definition in the glossary. Supervisor roles, as distinguished from teaching faculty, are identified clearly and are congruent with the program's mission, goals, and outcomes.*

- *Supervisors are academically, professionally, and experientially qualified to achieve the program's mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities.*
- *If supervisor equivalency is used, there must be full disclosure to students in order for them to make informed decisions and evaluate regulatory implications for other states/provinces/locations.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence that supervisors are qualified to achieve the program's mission, goals and outcomes.

**Key Element III-I: Supervisor Sufficiency**

*Supervisors must be sufficient in number with a supervisor-student ratio that permits the achievement of the program's mission, goals, and outcomes, especially Student Learning Outcomes. Supervisory resources are reviewed, revised as needed, and support program effectiveness.*

- *The program must have a stated process for evaluation of ongoing sufficiency of supervisor resources.*
- *The program must demonstrate there are sufficient and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, connecting and involving all supervisors in the achievement of expected and actual achievement of Student Learning Outcomes within the program.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program indicated a clear process for keeping all supervisors involved in the process of the achievement of the program's mission, goals and outcomes and a clear process for evaluating supervisors.

## **STANDARD IV: CURRICULUM**

### **Key Element IV-A: Curriculum and Teaching/Learning Practices**

*The program must provide:*

- *A description of the logical sequencing of the curriculum and practice components, including rationale for how the program's goals and accompanying Student Learning Outcomes fit within the program offered (e.g., where goals and outcomes are addressed and assessed within the curriculum).*
- *A description of key teaching/learning practices used to accomplish program goals, and Student Learning Outcomes.*
- *A description of processes and procedures to ensure and monitor student progress and completion of requirements.*
- *A description of governance processes and procedures for designing, approving, implementing, reviewing, and changing the curriculum.*

### **Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of a logically sequenced curriculum and clear teaching and learning practices to accomplish the program's goals and outcomes. Additionally, the program has a clear and comprehensive system for monitoring and giving feedback on student progress.

### **Key Element IV-B: Foundational and Advanced Curricula**

#### Foundational Curriculum

*The foundational curriculum covers the knowledge and skill required to practice as a MFT by covering the Foundational Curricular Areas below.*

- *Master's degree program must demonstrate that they offer course work that covers all the FCAs that make up the foundational curriculum.*
- *Programs may combine more than one of these foundational curriculum areas into a single course, as they build their curriculum in ways that are congruent with the program's mission, goals, and outcomes.*
- *Programs may emphasize some of the areas more than others and include other areas that are consistent with their program's mission, goals and outcomes. Programs may include another layer of requirements based on a specialization or emphasis (e.g., faith-based orientation, licensure laws, specialized certification, and so on) as long as there is a clear rationale and relational/systemic philosophy in the majority of the program.*
- *Minimum semester/quarter credits or equivalent clock hours are established for the first seven curricular areas. Programs may choose what combination of additional area 1 through 7 semester/quarter credits or equivalent clock hours beyond the individual area minimums will be taught consistent with their program's mission, goals, and outcomes.*
- *Programs must require students to develop and/or present an integrative/capstone experience before completion of their degree program as part of the foundational curriculum below.*

*Programs must decide how to meet this requirement in keeping with the program's mission, goals, and outcomes. Examples include: a theory of change/therapy theory presentation/paper, a thesis, a therapy portfolio, or a capstone course.*

*FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)*

*This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.*

*FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)*

*This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.*

*FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families as well as anti-racist practices.*

*FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.*

*FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.*

*FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.*

*FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.*

*The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.*

*FCA 8: Contemporary Issues*

*This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.*

*FCA 9: Community Intersections & Collaboration*

*This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of implementation of the foundational curriculum.

**Key Element IV-C: Foundational and Advanced Application Components**

*The program must demonstrate they offer an application component with appropriate placement in the curriculum, duration, focus, and intensity consistent with their program's mission, goals, and outcomes.*

*Foundational Practice Component*

- *Master's degree program and Post-degree programs that teach the foundational curriculum offer the foundational practice component (practicum and/or internship).*
- *Includes a minimum of 500 clinical contact hours with individuals, couples, families and other systems physically present, at least 40% of which must be relational. The 500 hours must occur over a minimum of twelve months of clinical practice. The 500 hours may include a maximum of 100 alternative hours or clinical activity (e.g., couple or family groups, live cases where reflecting*

*teams are directly involved in working with clients, etc.) that is directly related to the program's mission, outcomes, and goals. Alternatively, the program may demonstrate that graduating students achieve a competency level equivalent to the 500 client contact hours. The program must define this competency level and document how students are evaluated and achieve the defined level. The program demonstrates a consistent set of evaluation criteria for achieving the defined level of competency across all students. In addition, programs that do not require 500 hours must document that students are informed about licensure portability issues that may result from not having 500 hours. Those programs requiring less than 500 hours may not use alternative hours to count toward total client contact hours.*

- *The program demonstrates a commitment to relational/systemic-oriented supervision. Students must receive at least 100 hours of supervision, and must receive supervision from an AAMFT Approved Supervisor or Supervisor Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be individual (one supervisor with one or two supervisees) or group (one supervisor and eight or fewer students) and must include a minimum of 50 hours of supervision utilizing observable data. Supervision may utilize digital technology in which participants are not in the same location as long as the majority of supervision is with supervisor and supervisee physically present in the same location and appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.*
- *Programs have agreements with practice sites that outline the institutions', the practice sites' and the students' responsibilities, and published procedures in place for managing any difficulties with sites, supervisors, or students.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of an appropriately placed clinical application component structured to assist students in meeting their student learning outcomes and the program in meeting its goals and mission.

**Key Element IV-D: Program and Regulatory Alignment**

*The program demonstrates that graduates have met educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) that satisfy the regulatory requirements for entry-level practice in the state, province, or location in which the program physically resides or in which the student intends to practice. Programs must also document that students are informed (e.g., demonstrate review of appropriate regulatory sites or licensing laws) about the educational, clinical, and regulatory requirements for entry-level practice in the state, province, or location in which each student resides or intends to practice.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence that graduates are educationally prepared for licensure in their state and that students are informed about the requirements necessary to get licensed in their intended state.

**Key Element IV-E: Curriculum/Practice Alignment with Communities of Interest**

*The program demonstrates that it considers the needs and expectations of identified Communities of Interest in developing and revising its curriculum and application component.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of receiving and implementing feedback into its revision of curricular and practice components of the program.

**STANDARD V: PROGRAM EFFECTIVENESS AND IMPROVEMENT**

**Key Element V-A: Demonstrated Student/Graduate Achievement**

*The program provides aggregated data regularly collected on student/graduate achievement.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of aggregated data being regularly collected on student/graduate achievement.

**Key Element V-B: Demonstrated Achievement of Program Goals**

*The program describes how data was analyzed and provides aggregated data that demonstrates achievement of each program goal via data from measured Student Learning Outcomes, based on targets and benchmarks provided in the program's outcome-based education framework—data from Student Learning Outcomes demonstrate that the program is meeting program goals.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of a process for aggregating data on student learning outcomes and provided data that indicated students are meeting the established benchmarks.

**Key Element V-C: Demonstrated Achievement of Faculty Effectiveness**

*The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes.*

- *The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes.*
- *The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.*

**Commission's Response:**

The program does not meet the requirements of this Key Element. The program provided aggregate data on Program Director and faculty performance as well as evidence that they are seen as effective by faculty and students. However, it is not clear how the program is tying the data to the attainment of the program's mission, goals, and student learning outcomes. The program needs to provide evidence of how the performance the Program Director's leadership and the performance of the faculty contribute to the attainment of the program's mission, goals, and student learning outcomes.

**Key Element V-D: Demonstrated Program Improvement**

*The program demonstrates how evidence is used to maintain the achievement of Student Learning Outcomes and/or foster program improvement with plans for future improvement based on the evidence. Evidence includes but is not limited to findings regarding program goals and outcomes, student/graduate achievement, Communities of Interest, and evaluations (as described in the assessment plan) of curriculum and teaching/learning practices; fiscal and physical resources; technological resources; instructional and clinical resources; academic resources; and student support resources. Data should demonstrate that the program is meeting its goals and outcomes, especially specified targets and benchmarks and if not, what plans the program has for meeting or modifying its goals.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of its use of aggregated data and feedback to monitor progress in the program and to guide decisions about improvements.

***NOTE: Consistent with the COAMFTE Corrective Action Policy (COAMFTE Accreditation Manual: Policies and Procedures, pp. 20-21), COAMFTE accredited programs carrying stipulations will have a maximum of two years from the date of stipulation to come into compliance with the standards. Year One will include Imposing of Stipulations; Year Two will include Probation and hosting a Focused Site Visit. Programs that fail to rectify such compliance issues will be subject to revocation of accreditation status at the beginning of Year Three.***

***Please note that the program is now in its Year 1 – Impose Stipulations stage. Consistent with the Corrective Action Policy, programs must submit a compliance report addressing deficiencies by the noted deadline, review accreditation materials, and consult with Accreditation Staff. Additionally, it is recommended that the program attend accreditation trainings and seek consultation from an external consultant (a list of consultants can be obtained from the Accreditation Office).***

***Programs may elect to submit their response to stipulations earlier, for an interim review, to clear their stipulations. The interim response can only be submitted during the first year of the Corrective Action Policy. Following the interim response, programs will continue to report on the established timeline. Programs interested in submitting an interim response should contact COAMFTE staff to confirm the submission deadline.***

Program’s Response to Stipulations Instructions:

- 1) Program’s response should address all Key Elements that have Stipulations and include definition of all referenced Key Elements.
- 2) Program’s response should not refer to previously submitted documents (Eligibility Criteria, Self-Study, appendices, etc.).
  - *Programs may provide additional information as supporting evidence of the program’s response.*
- 3) Program’s Response to Stipulations and any supporting documentation must be in one document, in a PDF format with bookmarks linked to the individual components. The bookmarks MUST follow the order of the individual components. The PDF document must not exceed 30 MB in size.
- 4) Program’s Response to Stipulations must be submitted on or before the due date to [coa@aamft.org](mailto:coa@aamft.org).

The following documents must be submitted in the required format by the noted deadlines:

<b>Document</b>	<b>Submission Deadline</b>
Annual Report	January 31, 2019
<i>Interim Response to Stipulations (optional)</i>	<i>January 31, 2019</i>
Response to Stipulations	July 31, 2019

In accordance with COAMFTE policy, the program will need to submit an Annual Report on January 31<sup>st</sup> of every year of your accreditation term.

Please feel free to contact the Accreditation Office by e-mail at [coa@aamft.org](mailto:coa@aamft.org) or by phone at (703) 253-0448 if you have further questions or if you would like any additional information.

Sincerely,

  
Jaime Goff, PhD  
COAMFTE Chair

  
Tanya A. Tamarkin  
Director of Accreditation



*Jaime Goff, PhD, LMFT  
Chair*

*Dale Hawley, PhD, LMFT  
Chair-Elect*

*Stephanie Brooks, PhD, LMFT  
Commissioner*

*Martha Marquez, PhD, LMFT  
Commissioner*

*Bobbi Miller, PhD, LMFT  
Commissioner*

*Anne Prouty, PhD, LMFT  
Commissioner*

*David Van Dyke, PhD, LMFT  
Commissioner*

*Susan Abbe, PhD, RN  
Public Member*

*Lloyd Kaufman, MA  
Public Member*

November 28, 2018

Dr. Rebecca Culver-Turner  
Marriage and Family Therapy Program  
Friends University – Wichita (MS)

Dear Dr. Culver-Turner:

The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE), at its November 2-3, 2018 meeting, reviewed the Marriage and Family Therapy (MS) program at Friends University in Wichita for Renewal of Accreditation. This review included consideration of the program's Eligibility Criteria, Self-Study, COAMFTE's Self-Study Review Letter, Program's Additional Information, Site Visit Report, Program's Response to Site Visit Report, and any additional materials submitted by the program.

The Commission voted to grant Renewal of Accreditation for a period of seven (7) years, November 1, 2018 - November 1, 2025, with **Stipulations** on the following Key Elements:

Key Element I-B	Key Element III-F
Key Element II-C	Key Element IV-A
Key Element III-A	Key Element V-B
Key Element III-C	Key Element V-C

The Commission's review of the program's Renewal of Accreditation materials is below:

## **ELIGIBILITY CRITERIA**

### **Commission's Response:**

The program provided sufficient information to meet all the Eligibility Criteria.

## **STANDARD I: OUTCOME-BASED EDUCATION**

### **Key Element I-A: Outcome-Based Education Framework**

*The program has an overall outcome-based education framework that includes the following:*

- *A description of the program's mission, and how it fits with the larger institutional setting of the program.*

- *Specific program goals (which describe broad aspirations for the program and for students/graduates of the program) are clearly derived from the program's mission and that promote the development of Marriage and Family Therapists (including knowledge, practice, diversity, research, and ethics competencies).*
- *Measurable Student Learning Outcomes (SLOs) for each program goal.*
- *Programs must include SLOs that measure student/graduate achievement appropriate to the program's mission and goals.*
- *Specific assessment measures for operationalizing the achievement of Student Learning Outcomes (including student/graduate achievement) including targets and benchmarks. Measurement includes assessment of students' academic and professional competencies by the faculty and others, appropriate to the program's mission, goals, and outcomes.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence to the Site Visit Team that supported the Commission's review of the Self-Study document.

**Key Element I-B: Assessment Plan with Mechanisms and Timeline**

*The program has an overall assessment plan that includes:*

- *Mechanisms in place for evaluating/reviewing the Student Learning Outcomes, including student/graduate achievements (utilizing specific measures identified in I-A).*
- *Mechanisms in place for evaluating student support services; curriculum and teaching/learning practices; fiscal and physical resources; technological resources; and instructional and clinical resources to determine sufficiency for attainment of targeted program outcomes.*
- *An assessment plan and corresponding timeline that addresses when, from whom, and how data is collected, and a description of how data will be aggregated and analyzed and the findings used for program improvement (feedback loop). The assessment plan should include a specific description of how the program will review and revise, as needed, their overall outcome-based education framework and assessment plan.*
- *The assessment plan must incorporate feedback from Communities of Interest (as defined in Key Element I-C).*

**Commission's Response:**

The program does not meet the requirements of this Key Element. In their Response to the Self-Study Review Letter, the program described the process by which they assess student support services, and fiscal, physical, technological, instructional, and clinical resources. The Site Visit Team was unable to verify that the program had benchmarks for each of its 16 Student Learning Outcomes and a way to assess them for individual students. The program needs to provide evidence of the process that it follows to assess individual student achievement of the student learning outcomes.

**Key Element I-C: Communities of Interest**

*The program identifies its Communities of Interest, obtains formal and informal feedback from them, and describes how they inform the program's mission, goals, and Student Learning Outcomes. Communities of Interest vary according to the program's mission, goals, and outcomes and may include, but are not limited to, students, administrators, faculty, supervisors, consumers, graduates, potential employers, germane regulatory bodies, germane private and public funding sources, and diverse, marginalized, and/or underserved groups within these communities.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence to the Site Visit Team that supported the Commission's review of the Self-Study document.

**STANDARD II: COMMITMENT TO DIVERSITY AND INCLUSION**

**Key Element II-A: Multiculturally-informed Education Approach**

*The program has a multiculturally-informed educational approach that includes:*

- 1) specific program goals with specific Student Learning Outcomes reflecting a commitment to diversity and inclusion;*
- 2) an overarching definition of diversity; and*
- 3) curriculum elements with accompanying teaching/learning practices consistent with the program's mission. The educational approach includes the teaching of ideas and professional practices for MFTs that address a range of diversity, including (but not limited to) race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual, and/or political beliefs, nation of origin or other relevant social categories, immigration or language.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence to the Site Visit Team that supported the Commission's review of the Self-Study document.

**Key Element II-B: Program Climate of Safety, Respect, and Appreciation**

*The program demonstrates a climate of safety, respect, and appreciation for all learners including those from diverse, marginalized, and/or underserved communities, and has mechanisms in place for evaluating the climate and responding to any feedback regarding the climate.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence to the Site Visit Team that supported the Commission's review of the Self-Study document.

**Key Element II-C: Experience with Diverse, Marginalized, and/or Underserved Communities**

*The program demonstrates student experience in Couple or Marriage and Family Therapy practice with diverse, marginalized, and/or underserved communities. Experiences may include:*

- 1) *professional activities (such as therapy, research, supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; and/or*
- 2) *other types of activities (such as projects, service, interviews, workshops, etc.), as long as the program can demonstrate that the experience is directly related to MFT activities, and students are in interaction with members of these communities.*

**Commission's Response:**

The program does not meet the requirements of this Key Element. The program indicated it was implementing a Diversity Exposure Survey to assess the percentage of clients that students are seeing in a variety of diverse categories and that the data would be presented at meeting in February 2018. However, data from this survey was not provided, and the Site Visit Team could not verify this data. The program needs to provide data and supporting evidence of how students are connected to diverse, marginalized, and/or underserved populations.

**STANDARD III: INFRASTRUCTURE AND ENVIRONMENTAL SUPPORTS**

**Key Element III-A: Fiscal and Physical Resources**

*The program demonstrates that fiscal and physical resources are sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.*

**Commission's Response:**

The program does not meet the requirements of this Key Element. The program provided a budget, data from a student survey related to physical resources, and minutes of a meeting between the Dean and Program Director. The Site Visit Team noted that the program was not clear in delineating their criteria for determining sufficiency. The program needs to describe how they define sufficiency and clarify their criteria for determining sufficiency of physical resources.

**Key Element III-B: Technological Resources**

*The program demonstrates that technological resources (e.g., laptops, audio/visual equipment, EMRs and Billing Systems, Virtual Meeting Space) are secure, confidential, Health Insurance Portability and Accountability Act compliant (if relevant), and sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided student and alumni survey data as well as the process by which data is collected in their Response to the Self-Study Review Letter. The program also indicated a change made in response to the data related to the need to update resources.

**Key Element III-C: Instructional and Clinical Resources**

*The program demonstrates that instructional and clinical resources (e.g., space, personnel, supplies) are sufficient to enable the program to meet the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.*

**Commission's Response:**

The program does not meet the requirements of this Key Element. The program needs to describe how they define sufficiency, clarify their criteria for determining sufficiency of instructional and clinical resources, and evidence that these criteria are used to evaluate instructional and clinical resource sufficiency.

**Key Element III-D: Academic Resources and Student Support Services**

*The program demonstrates that academic resources (e.g., library, advising, writing centers) and student support services (e.g., access to counseling, financial advising) are accessible to students and sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed based on core faculty and student input, and the program takes action or advocates for institutional change to address areas required for program effectiveness.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided a link to the New Student Guide, aggregate survey data assessing Academic Resources and Student Support Services, and minutes of a meeting between the Dean and the Program Director as evidence that these resources have been reviewed.

**Key Element III-E: Faculty Qualifications & Responsibilities**

*The faculty roles, in teaching, scholarship, service, and practice are identified clearly and are congruent with the program's mission, goals, and outcomes.*

- *The faculty members are academically, professionally, and experientially qualified to achieve the program's mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities. Faculty members must have documented expertise in their area(s) of teaching responsibility and knowledge of the content delivery method (e.g., distance learning).*
- *The program must demonstrate that it has mechanisms for reviewing and evaluating faculty effectiveness in support of the program's mission, goals, and outcomes. Faculty evaluations include explicit links to the program's mission, goals, and outcomes.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence to the Site Visit Team that supported the Commission's review of the Self-Study document.

**Key Element III-F: Faculty Sufficiency**

*The faculty must be sufficient in number with a faculty-student ratio that permits the achievement of the program's mission, goals, and outcomes and ensures that student educational needs are met. These resources are reviewed, revised as needed, and support program effectiveness.*

- *The program must have sufficient core faculty members who are knowledgeable and involved in ongoing program development, delivery, and evaluation required to achieve the program's mission, goals, and outcomes.*

- *The program must have a stated process for evaluation of ongoing sufficiency of faculty resources.*
- *The program must demonstrate there are sufficient faculty and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, to connect and involve all faculty members in the achievement of expected and actual Student Learning Outcomes of the program.*
- *The program is permitted to use a combination of full-time, part-time and/or multiple adjuncts.*

**Commission's Response:**

The program does not meet the requirements of this Key Element. The program provided evidence of survey data which assessed faculty sufficiency and referenced an existing student-faculty ratio. The program also described faculty engagement processes. The program did not provide criteria by which it determines whether the data that has been collected was evidence of sufficiency. The program needs to provide criteria by which they determine faculty sufficiency, evidence that the criteria was used to evaluate sufficiency, and evidence of any changes that may have been made in response to this review.

**Key Element III-G: Governance of Program**

*Roles of faculty and student participation in the governance of the program are clearly defined and enable the program to meet the program's mission, goals, and outcomes.*

*The program must describe decision-making processes and procedures at the program and institutional levels regarding the operation of the program that support program effectiveness.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of faculty and student participation in the governance of the program to meet the program's mission, goals, and outcomes.

**Key Element III-H: Supervisor Qualifications & Responsibilities**

*Supervisors must be AAMFT Approved Supervisors or meet the supervisor equivalency definition in the glossary. Supervisor roles, as distinguished from teaching faculty, are identified clearly and are congruent with the program's mission, goals, and outcomes.*

- *Supervisors are academically, professionally, and experientially qualified to achieve the program's mission, goals, and outcomes. The qualifications must be identified in documented descriptions of roles and responsibilities.*
- *If supervisor equivalency is used, there must be full disclosure to students in order for them to make informed decisions and evaluate regulatory implications for other states/provinces/locations.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of that the current supervisors are qualified to achieve the program's mission, goals and outcomes.

**Key Element III-I: Supervisor Sufficiency**

*Supervisors must be sufficient in number with a supervisor-student ratio that permits the achievement of the program's mission, goals, and outcomes, especially Student Learning Outcomes. Supervisory resources are reviewed, revised as needed, and support program effectiveness.*

- *The program must have a stated process for evaluation of ongoing sufficiency of supervisor resources.*
- *The program must demonstrate there are sufficient and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, connecting and involving all supervisors in the achievement of expected and actual achievement of Student Learning Outcomes within the program.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence to the Site Visit Team that supported the Commission's review of the Self-Study document.

**STANDARD IV: CURRICULUM**

**Key Element IV-A: Curriculum and Teaching/Learning Practices**

*The program must provide:*

- *A description of the logical sequencing of the curriculum and practice components, including rationale for how the program's goals and accompanying Student Learning Outcomes fit within the program offered (e.g., where goals and outcomes are addressed and assessed within the curriculum).*
- *A description of key teaching/learning practices used to accomplish program goals, and Student Learning Outcomes.*
- *A description of processes and procedures to ensure and monitor student progress and completion of requirements.*
- *A description of governance processes and procedures for designing, approving, implementing, reviewing, and changing the curriculum.*

**Commission's Response:**

The program does not meet the requirements of this Key Element. The program provided a curriculum map and described how the curriculum is logically sequenced to allow it to achieve its program goals and student learning outcomes. However, the program needs to provide evidence that it uses the collected data to inform curriculum changes.

## **Key Element IV-B: Foundational and Advanced Curricula**

### Foundational Curriculum

*The foundational curriculum covers the knowledge and skill required to practice as a MFT by covering the Foundational Curricular Areas below.*

- *Master's degree program must demonstrate that they offer course work that covers all the FCAs that make up the foundational curriculum.*
- *Programs may combine more than one of these foundational curriculum areas into a single course, as they build their curriculum in ways that are congruent with the program's mission, goals, and outcomes.*
- *Programs may emphasize some of the areas more than others and include other areas that are consistent with their program's mission, goals and outcomes. Programs may include another layer of requirements based on a specialization or emphasis (e.g., faith-based orientation, licensure laws, specialized certification, and so on) as long as there is a clear rationale and relational/systemic philosophy in the majority of the program.*
- *Minimum semester/quarter credits or equivalent clock hours are established for the first seven curricular areas. Programs may choose what combination of additional area 1 through 7 semester/quarter credits or equivalent clock hours beyond the individual area minimums will be taught consistent with their program's mission, goals, and outcomes.*
- *Programs must require students to develop and/or present an integrative/capstone experience before completion of their degree program as part of the foundational curriculum below. Programs must decide how to meet this requirement in keeping with the program's mission, goals, and outcomes. Examples include: a theory of change/therapy theory presentation/paper, a thesis, a therapy portfolio, or a capstone course.*

*FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)*

*This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.*

*FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)*

*This area facilitates students developing competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.*

*FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area facilitates students developing competencies in understanding and applying knowledge of diversity, power, privilege and oppression as these relate to race, age, gender, ethnicity, sexual*

*orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social categories throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families as well as anti-racist practices.*

*FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area facilitates students developing competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.*

*FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.*

*FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.*

*FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)*

*This area facilitates students developing competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a relational/systemic philosophy.*

*The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.*

*FCA 8: Contemporary Issues*

*This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.*

*FCA 9: Community Intersections & Collaboration*

*This area facilitates students developing competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of implementation of the foundational curriculum.

**Key Element IV-C: Foundational and Advanced Application Components**

*The program must demonstrate they offer an application component with appropriate placement in the curriculum, duration, focus, and intensity consistent with their program's mission, goals, and outcomes.*

*Foundational Practice Component*

- *Master's degree program and Post-degree programs that teach the foundational curriculum offer the foundational practice component (practicum and/or internship).*
- *Includes a minimum of 500 clinical contact hours with individuals, couples, families and other systems physically present, at least 40% of which must be relational. The 500 hours must occur over a minimum of twelve months of clinical practice. The 500 hours may include a maximum of 100 alternative hours or clinical activity (e.g., couple or family groups, live cases where reflecting teams are directly involved in working with clients, etc.) that is directly related to the program's mission, outcomes, and goals. Alternatively, the program may demonstrate that graduating students achieve a competency level equivalent to the 500 client contact hours. The program must define this competency level and document how students are evaluated and achieve the defined level. The program demonstrates a consistent set of evaluation criteria for achieving the defined level of competency across all students. In addition, programs that do not require 500 hours must document that students are informed about licensure portability issues that may result from not having 500 hours. Those programs requiring less than 500 hours may not use alternative hours to count toward total client contact hours.*
- *The program demonstrates a commitment to relational/systemic-oriented supervision. Students must receive at least 100 hours of supervision, and must receive supervision from an AAMFT Approved Supervisor or Supervisor Candidate for at least one hour each week in which they are seeing clients. Additional supervision may be provided by AAMFT Approved Supervisors, Supervisor Equivalents, or State Approved Supervisors. Supervision can be individual (one supervisor with one or two supervisees) or group (one supervisor and eight or fewer students) and must include a minimum of 50 hours of supervision utilizing observable data. Supervision may utilize digital technology in which participants are not in the same location as long as the majority of supervision is with supervisor and supervisee physically present in the same location*

*and appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.*

- *Programs have agreements with practice sites that outline the institutions', the practice sites' and the students' responsibilities, and published procedures in place for managing any difficulties with sites, supervisors, or students.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence to the Site Visit Team that supported the Commission's review of the Self-Study document.

**Key Element IV-D: Program and Regulatory Alignment**

*The program demonstrates that graduates have met educational and clinical practice requirements (e.g., coursework, clinical experience, and supervision) that satisfy the regulatory requirements for entry-level practice in the state, province, or location in which the program physically resides or in which the student intends to practice. Programs must also document that students are informed (e.g., demonstrate review of appropriate regulatory sites or licensing laws) about the educational, clinical, and regulatory requirements for entry-level practice in the state, province, or location in which each student resides or intends to practice.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence to the Site Visit Team that supported the Commission's review of the Self-Study document.

**Key Element IV-E: Curriculum/Practice Alignment with Communities of Interest**

*The program demonstrates that it considers the needs and expectations of identified Communities of Interest in developing and revising its curriculum and application component.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided a chart identifying Communities of Interest, how feedback is obtained from them, and a timeline for collecting this data.

**STANDARD V: PROGRAM EFFECTIVENESS AND IMPROVEMENT**

**Key Element V-A: Demonstrated Student/Graduate Achievement**

*The program provides aggregated data regularly collected on student/graduate achievement.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of aggregated data being regularly collected on student/graduate achievement.

**Key Element V-B: Demonstrated Achievement of Program Goals**

*The program describes how data was analyzed and provides aggregated data that demonstrates achievement of each program goal via data from measured Student Learning Outcomes, based on targets and benchmarks provided in the program's outcome-based education framework—data from Student Learning Outcomes demonstrate that the program is meeting program goals.*

**Commission's Response:**

The program does not meet the requirements of this Key Element. The program indicated targets (aspirational goals) and benchmarks (reasonable goals) for program goals. The program provided and analyzed data related to program goals. The Site Visit Team and the program indicate there is a lack of clarity about what the benchmarks are for Student Learning Outcomes. The program needs to provide clear benchmarks for their Student Learning Outcomes and present and analyze data evaluating how well Student Learning Outcomes are being met.

**Key Element V-C: Demonstrated Achievement of Faculty Effectiveness**

*The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes.*

- *The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes.*
- *The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.*

**Commission's Response:**

The program does not meet the requirements of this Key Element. The program provided aggregate data on Program Director and faculty performance as well as evidence that the results of the data is discussed in quarterly meetings. It is not clear whether these discussions assessed the degree to which Program Director and faculty performance helped achieve the programs mission, goals, and student learning outcomes. The program needs to provide evidence of how the performance of the Program Director's leadership and the performance of the faculty contribute to the attainment of the program's mission, goals, and student learning outcomes.

**Key Element V-D: Demonstrated Program Improvement**

*The program demonstrates how evidence is used to maintain the achievement of Student Learning Outcomes and/or foster program improvement with plans for future improvement based on the evidence. Evidence includes but is not limited to findings regarding program goals and outcomes, student/graduate achievement, Communities of Interest, and evaluations (as described in the assessment plan) of curriculum and teaching/learning practices; fiscal and physical resources; technological resources; instructional and clinical resources; academic resources; and student support resources. Data should demonstrate that the program is meeting its goals and outcomes, especially specified targets and benchmarks and if not, what plans the program has for meeting or modifying its goals.*

**Commission's Response:**

The program meets the requirements of this Key Element. The program provided evidence of its use of aggregated data and feedback to monitor progress in the program and to guide decisions about improvements.

***NOTE: Consistent with the COAMFTE Corrective Action Policy (COAMFTE Accreditation Manual: Policies and Procedures, pp. 20-21), COAMFTE accredited programs carrying stipulations will have a maximum of two years from the date of stipulation to come into compliance with the standards. Year One will include Imposing of Stipulations; Year Two will include Probation and hosting a Focused Site Visit. Programs that fail to rectify such compliance issues will be subject to revocation of accreditation status at the beginning of Year Three.***

***Please note that the program is now in its Year 1 – Impose Stipulations stage. Consistent with the Corrective Action Policy, programs must submit a compliance report addressing deficiencies by the noted deadline, review accreditation materials, and consult with Accreditation Staff. Additionally, it is recommended that the program attend accreditation trainings and seek consultation from an external consultant (a list of consultants can be obtained from the Accreditation Office).***

***Programs may elect to submit their response to stipulations earlier, for an interim review, to clear their stipulations. The interim response can only be submitted during the first year of the Corrective Action Policy. Following the interim response, programs will continue to report on the established timeline. Programs interested in submitting an interim response should contact COAMFTE staff to confirm the submission deadline.***

Program's Response to Stipulations Instructions:

- 1) Program's response should address all Key Elements that have Stipulations and include definition of all referenced Key Elements.
- 2) Program's response should not refer to previously submitted documents (Eligibility Criteria, Self-Study, appendices, etc.).
  - *Programs may provide additional information as supporting evidence of the program's response.*
- 3) Program's Response to Stipulations and any supporting documentation must be in one document, in a PDF format with bookmarks linked to the individual components. The bookmarks MUST follow the order of the individual components. The PDF document must not exceed 30 MB in size.
- 4) Program's Response to Stipulations must be submitted on or before the due date to [coa@aamft.org](mailto:coa@aamft.org).

The following documents must be submitted in the required format by the noted deadlines:

<b>Document</b>	<b>Submission Deadline</b>
Annual Report	January 31, 2019
<i>Interim Response to Stipulations (optional)</i>	<i>January 31, 2019</i>
Response to Stipulations	July 31, 2019

In accordance with COAMFTE policy, the program will need to submit an Annual Report on January 31<sup>st</sup> of every year of your accreditation term.

Please feel free to contact the Accreditation Office by e-mail at [coa@aamft.org](mailto:coa@aamft.org) or by phone at (703) 253-0448 if you have further questions or if you would like any additional information.

Sincerely,

  
Jaime Goff, PhD  
COAMFTE Chair

  
Tanya A. Tamarin  
Director of Accreditation



# Friends University

*Master of Science in Family Therapy Program*

Response to COAMFTE Stipulations

January 30, 2019

Prepared by

Christopher M. Habben, Ph.D., LCMFT – Program Director, Kansas City

# Friends University

## MSFT Program

### COAMFTE Stipulation Response

#### INTRODUCTION

The *Master of Science in Family Therapy* (MSFT) degree at Friends University is delivered at both the Wichita and Kansas City locations. Both the MSFT Program in Wichita and the MSFT Program in Kansas City were subject to a COAMFTE Site Visit in the spring of 2018. In November of 2018, the programs were both notified they were awarded reaccreditation for seven years until 2015. Despite the reaccreditation, both sites were notified of stipulations related to their reaccreditation. The Kansas City location received one stipulation and the Wichita location received eight.

The stipulations for Kansa city were as follows:

Kansas City Location
<ul style="list-style-type: none"><li>• Key Element V -- C</li></ul>

# Friends University

## MSFT Program

### COAMFTE Stipulation Response

#### **Key Element V-C: Demonstrated Achievement of Faculty Effectiveness**

The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes. • The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes. • The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.

#### COAMFTE Response to Program (Kansas City)

The program does not meet the requirements of this Key Element. The program provided aggregate data on Program Director and faculty performance as well as evidence that they are seen as effective by faculty and students. However, it is not clear how the program is tying the data to the attainment of the program's mission, goals, and student learning outcomes. The program needs to provide evidence of how the performance the Program Director's leadership and the performance of the faculty contribute to the attainment of the program's mission, goals, and student learning outcomes.

#### Friends University Response to Stipulation

The four primary educational goals of interpersonal, theoretical, clinical and multicultural competency reflected through sixteens specific student learning outcomes are all considered by the MSFT program to be in service to the primary goal of preparing graduates for eventual licensure and independent practice of Marriage and Family by way of the transformative processes of their educational journey at Friends University. Prior to the COAMFTE Site Visit, the MSFT programs in both Kansas City and Wichita assumed student success in achieving professional goals coupled with student, graduate, employer and other stakeholder satisfaction, inherently reflected faculty effectiveness.

In response to the concerns of the COAMFTE stipulation, the MSFT Program Faculty approved additions to the *Term One and Term Four Survey* specifically addressing the faculty effectiveness in meeting the mission, educational goals and student learning outcomes. The *Term One* and the *Term Four* surveys are sent to current students, once at the end of the first term and again at the conclusion of program. For additional data, the MSFT Program faculty also approved additions to the *MSFT Program Graduate Survey* which is sent annually to all program alums just prior to the COAMFTE annual report in January. These two data sets, therefore, capture both current and completed student feedback in addition to the data already provided to COAMFTE regarding *Program Director Evaluation*. While Term 4 data will not be collected until the advanced cohort graduates in July of 2019, the *Term One* data was collected and available for review in APPENDIX A. The first two pages of Appendix A reflect the specific changes to the *Term One survey*. It is then followed by the full report of all *Term One* data. Appendix B reflects data the changes made to the 2019 Graduate Survey submitted to all program graduates in January of 2019. Approximately 250 program graduates have responded to the survey and the data is still being prepared for the next Quarterly Review. Appendix B, however, is an example of the two questions added to the Program Graduate Survey in an effort to specifically address faculty effectiveness in meeting the mission, goals and student learning objectives of the MSFT Program. The Term One/Term Four, Graduate Survey and Program Director data will continue to be reviewed in Quarterly meetings. When reviewing such assessments, the MSFT Program anticipates a 70% (3.5 of 5) or better score as an expectation of responses.

# Friends University

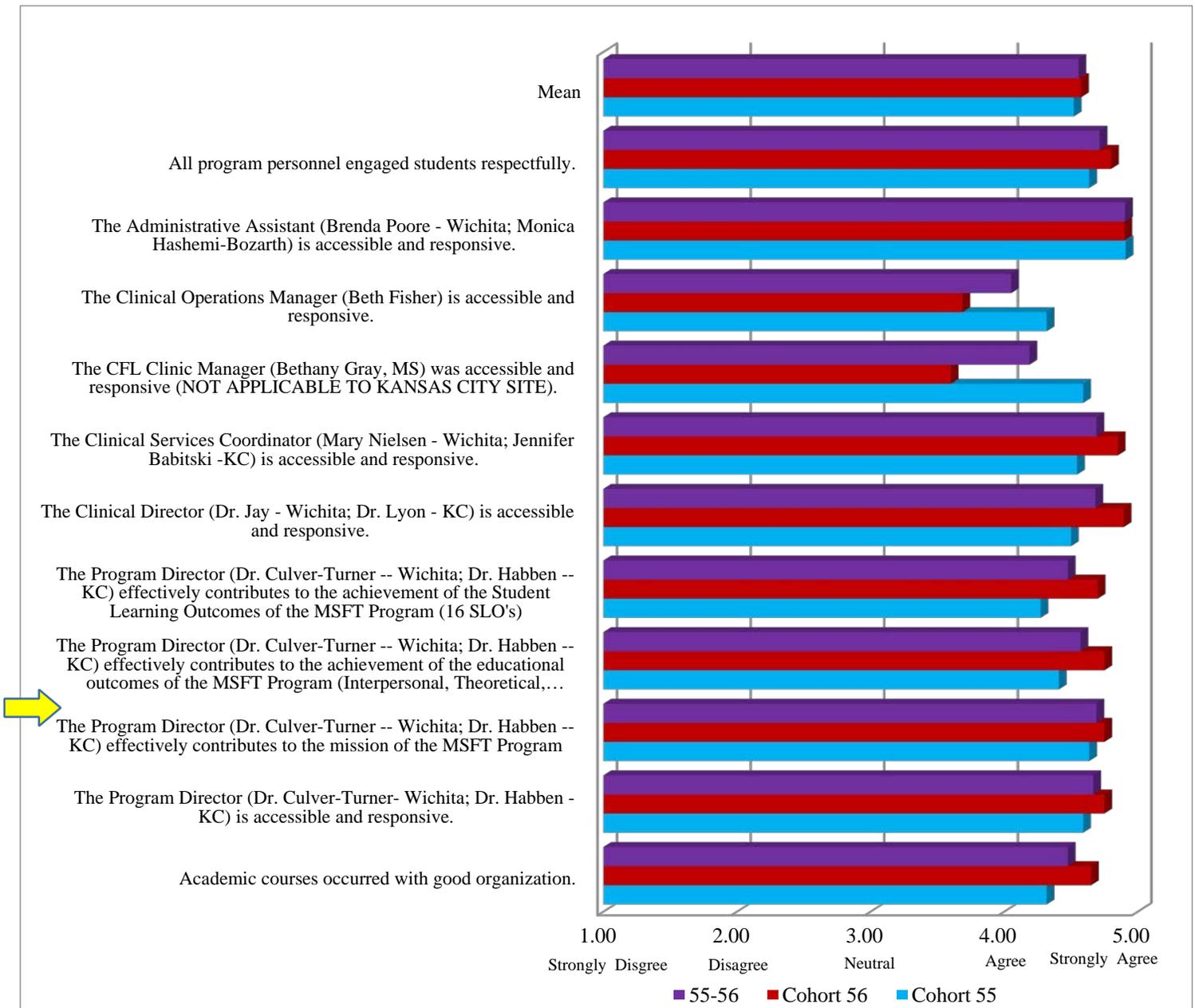
## MSFT Program

COAMFTE Stipulation Response

### APPENDIX A

The following two charts from TERM ONE Survey data captured from first year students after their first term. Please note added survey questions addressing faculty role in mission, educational goals and student learning outcomes. These are followed by the full report of all questions in the survey inclusive of MFT Administration and Faculty.

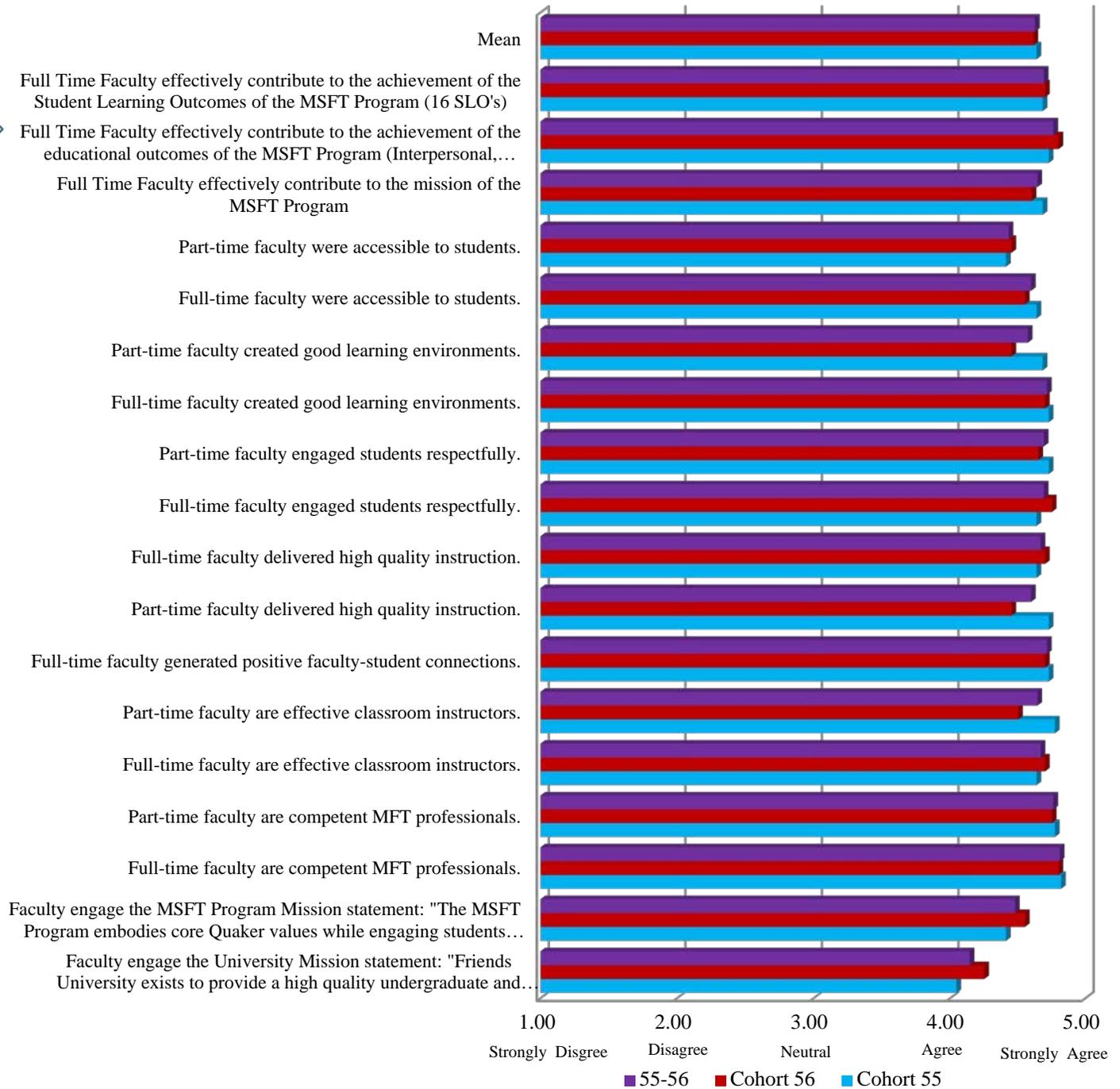
## 2018 Term One Review: MFT Administration

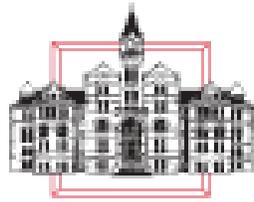


# Friends University MSFT Program

COAMFTE Stipulation Response

## 2018 Term One Review: MSFT Faculty





**FRIENDS**  
UNIVERSITY

# Friends University

*Master of Science in Family Therapy Program*

Term One Survey

Cohort 55 and Cohort 56

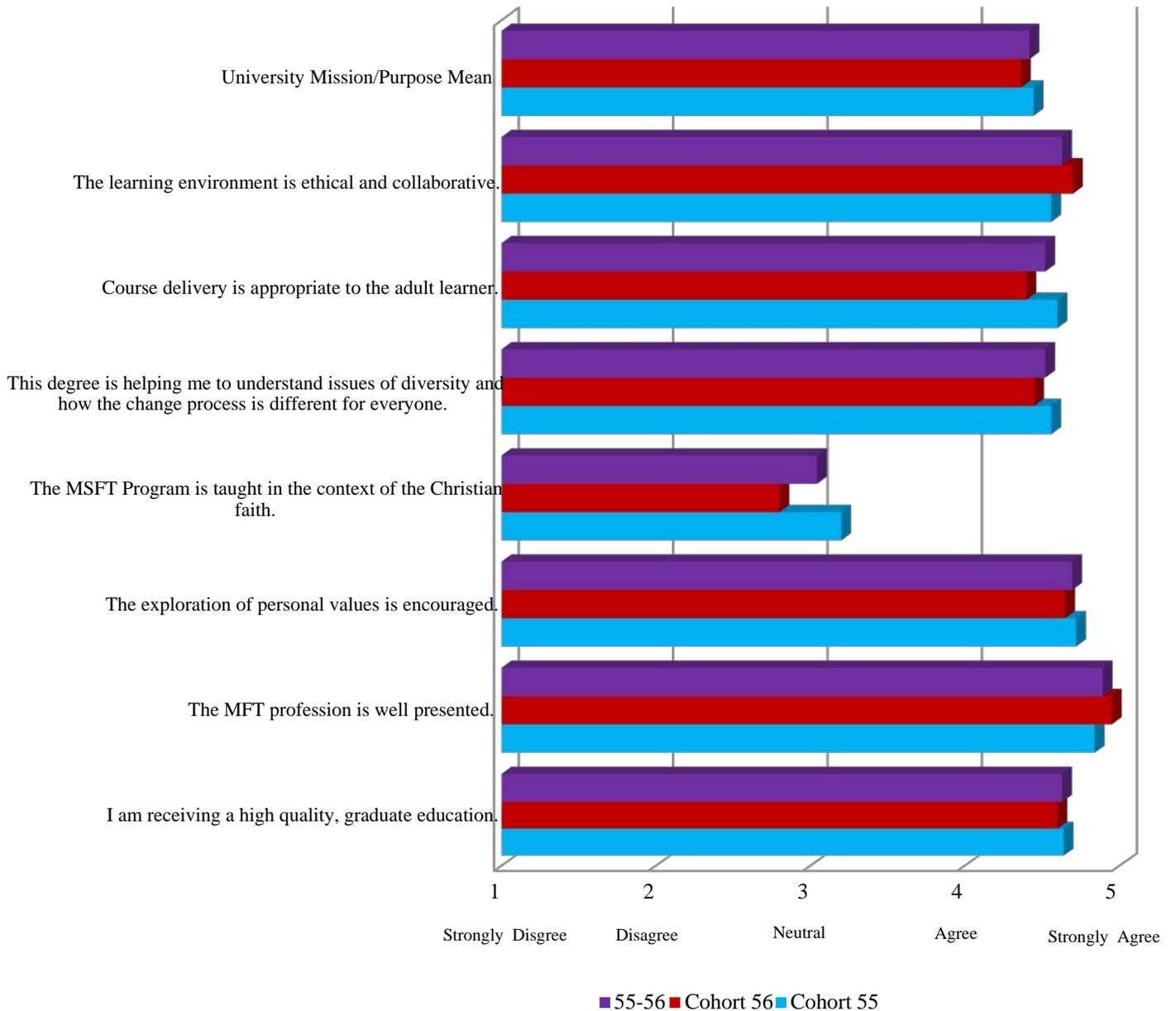
January 15, 2019

(Prepared by Christopher M. Habben, Ph.D., LCMFT – Program Director, Kansas City)

# Friends University MSFT Program

COAMFTE Stipulation Response

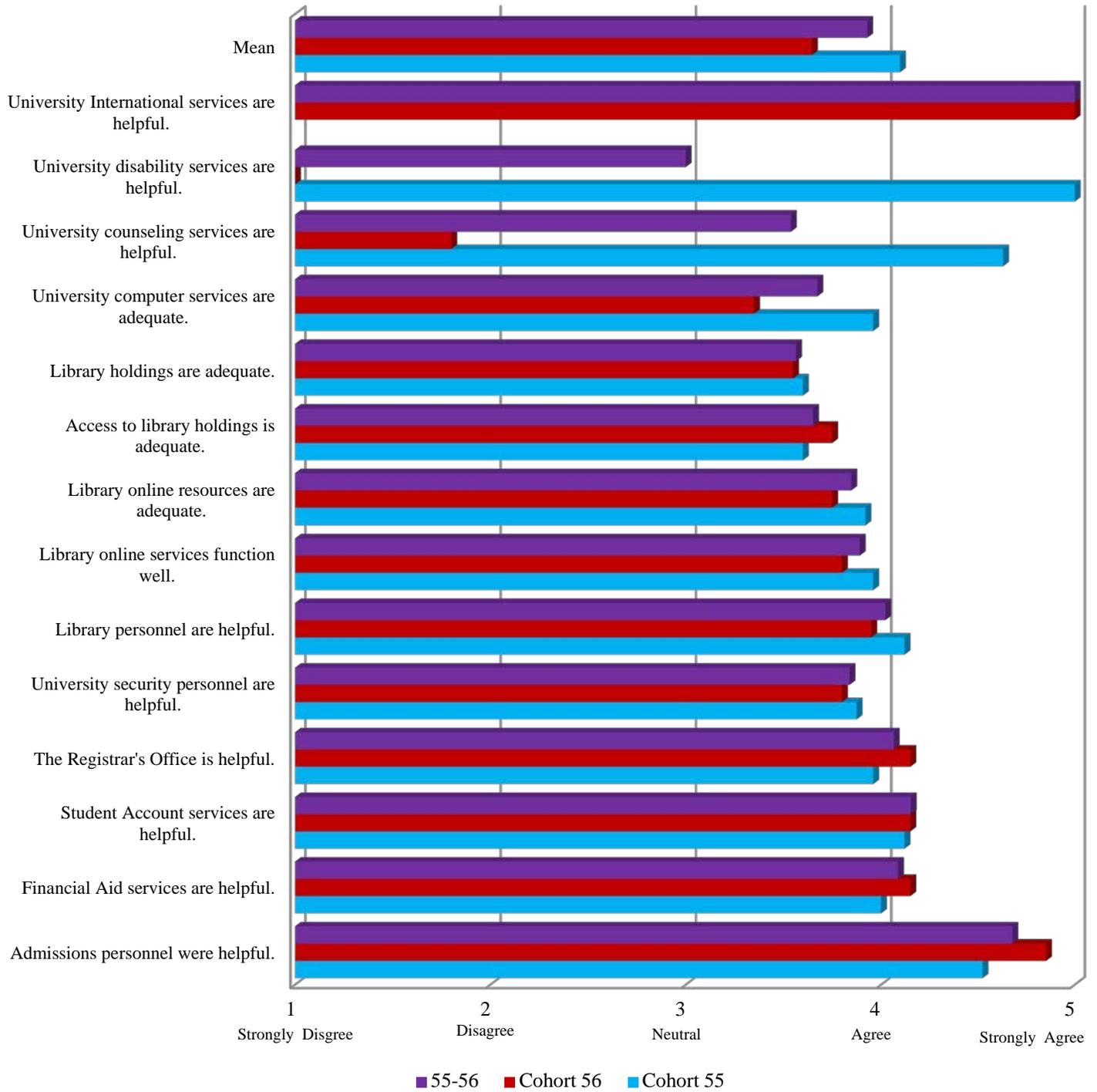
## 2018 Term One Review: University Mission/Purpose



# Friends University MSFT Program

COAMFTE Stipulation Response

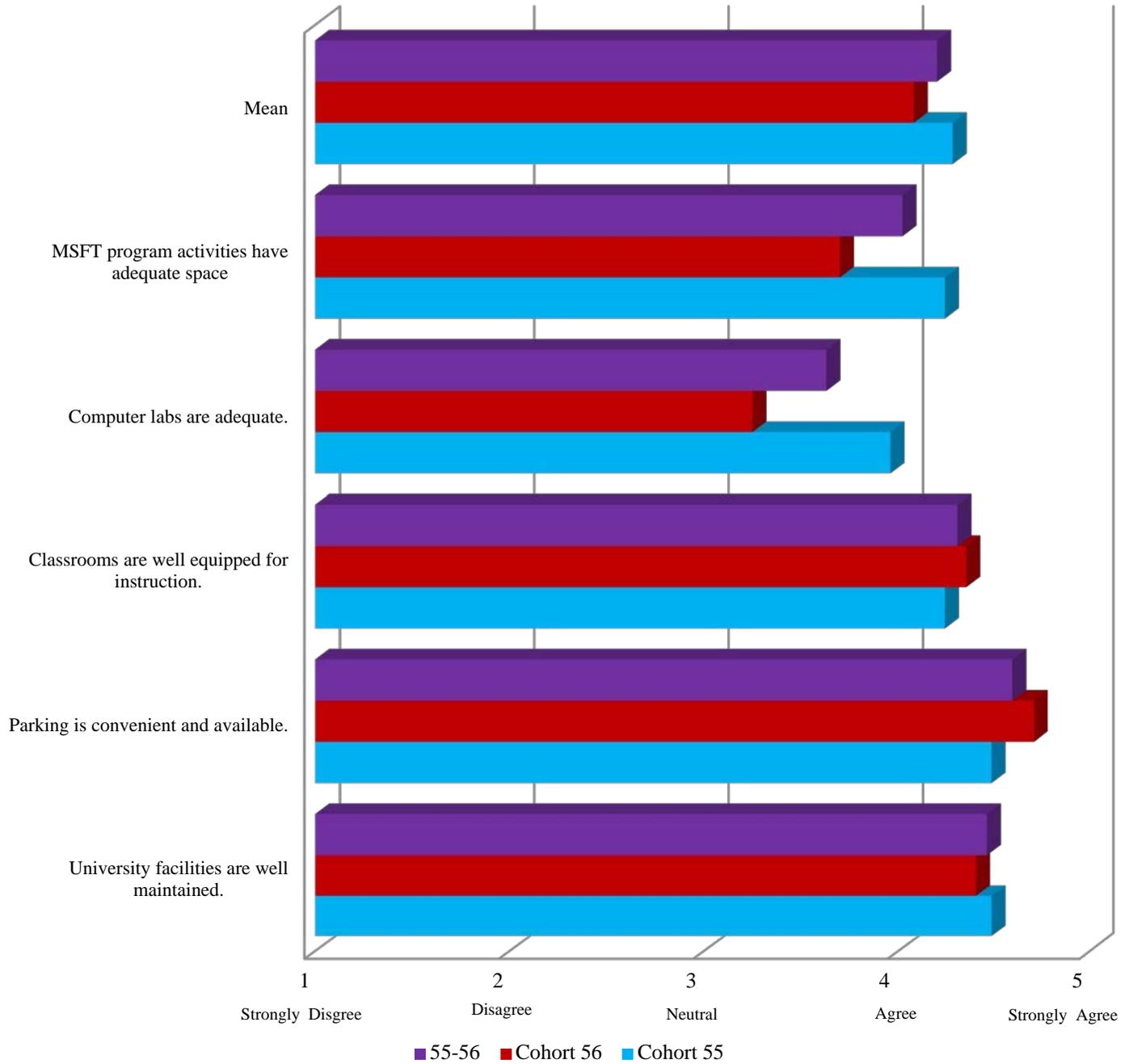
## 2018 Term One Review: University Support Services



# Friends University MSFT Program

COAMFTE Stipulation Response

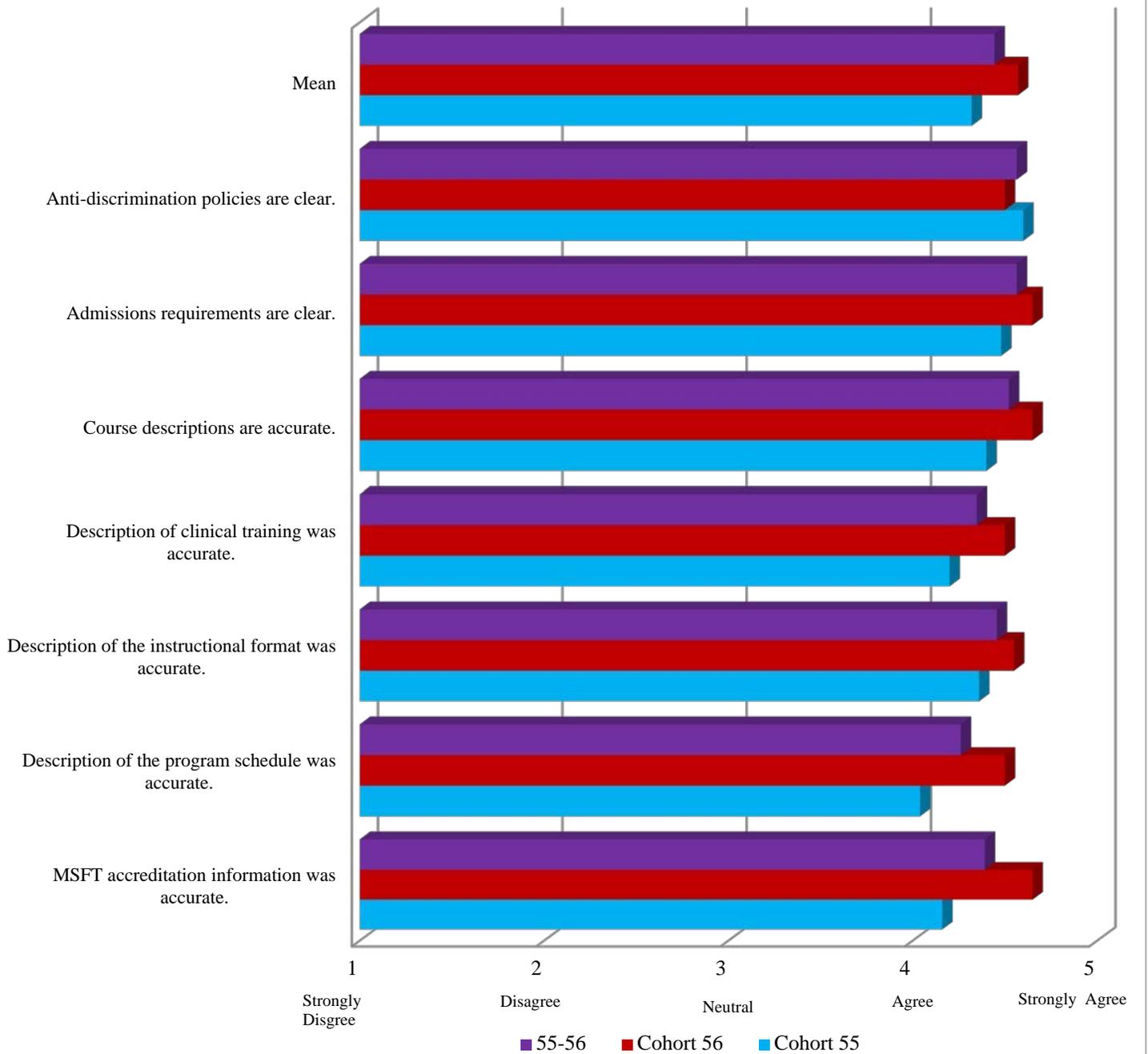
## 2018 Term One Review: Facilities and Resources



**Friends University**  
**MSFT Program**

COAMFTE Stipulation Response

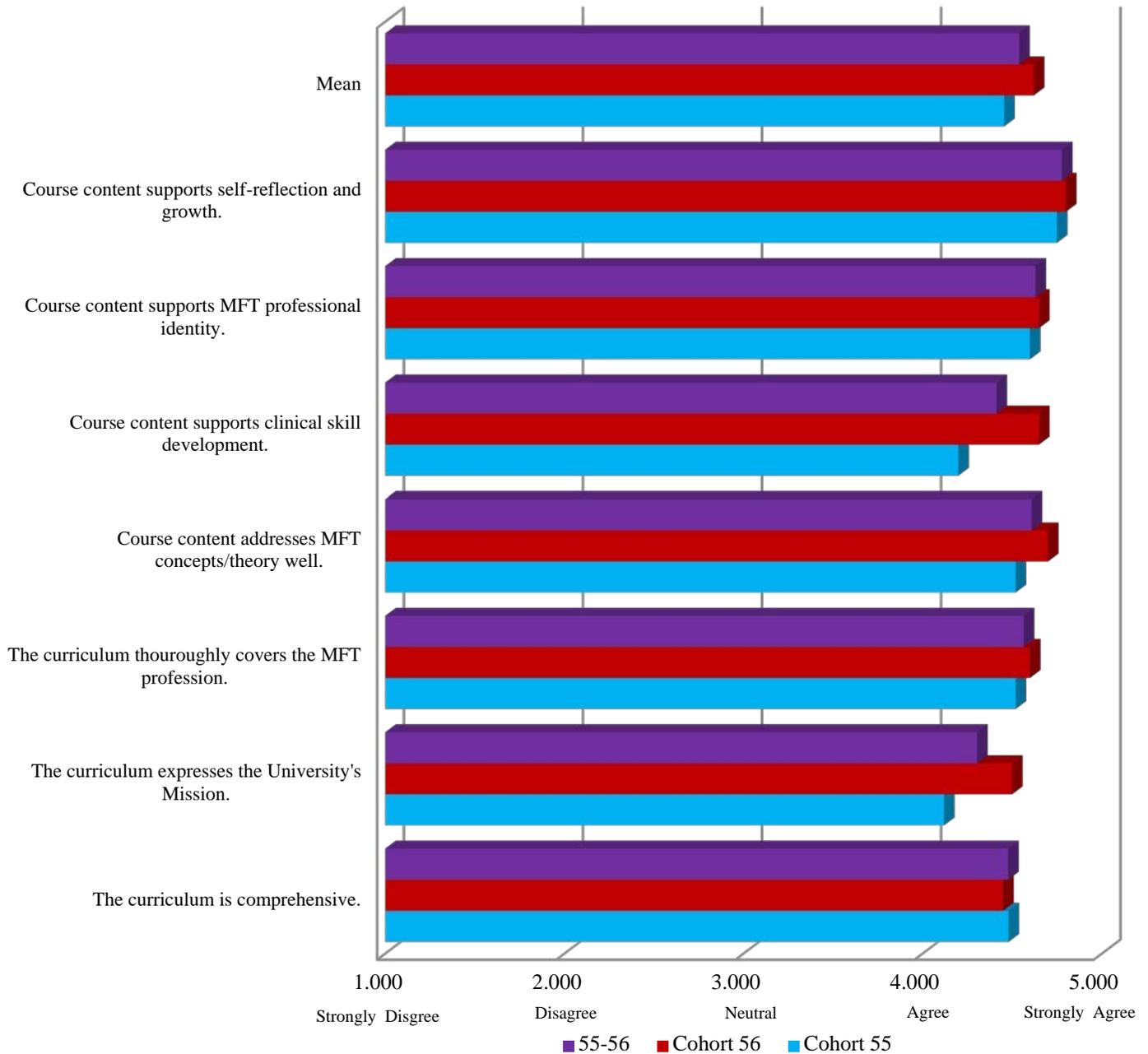
**2018 Term One Review: MSFT CATALOG  
INFORMATION**



**Friends University**  
MSFT Program

COAMFTE Stipulation Response

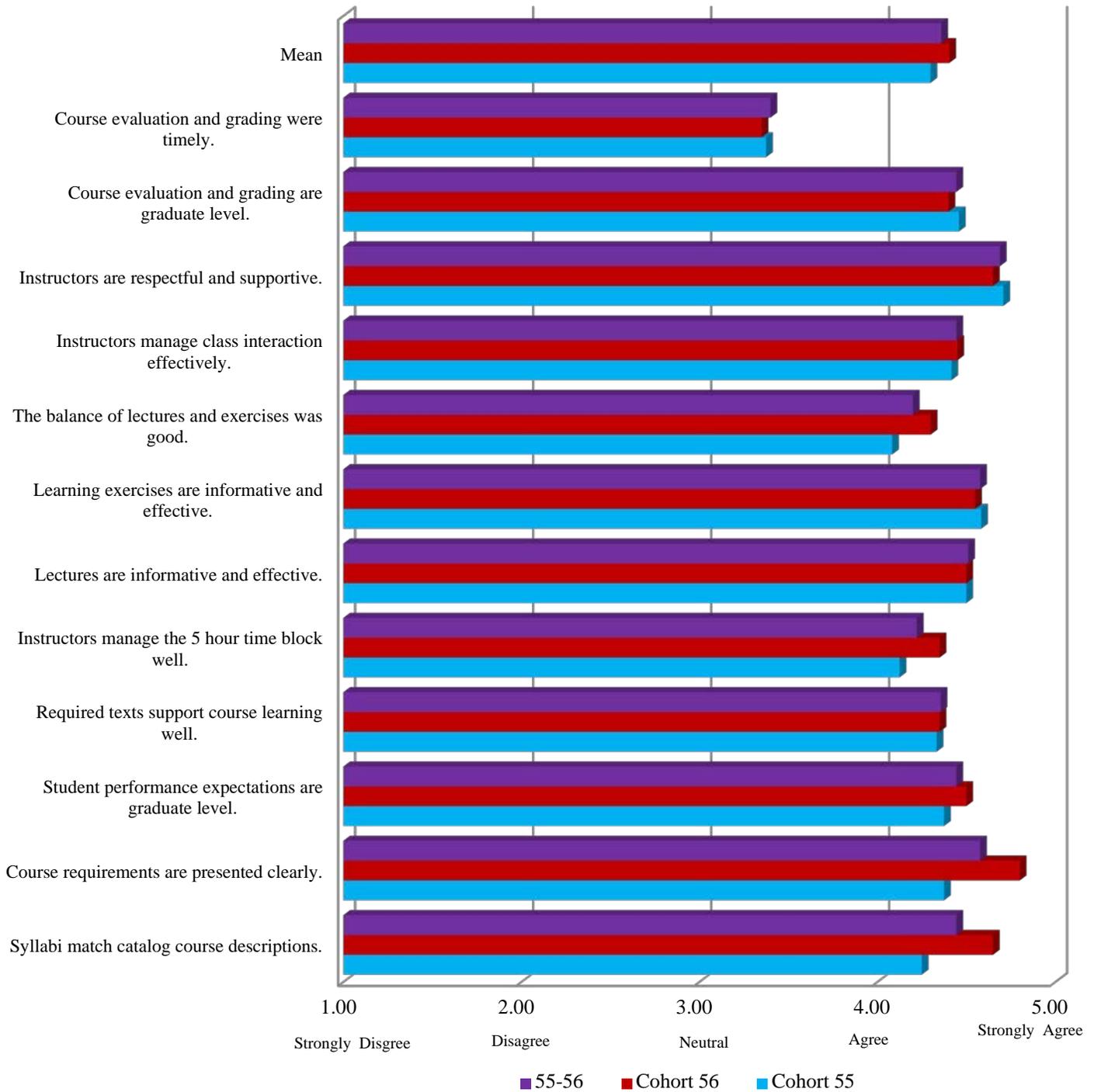
**2018 Term One Review: MSFT CURRICULUM AND CONTENT**



# Friends University MSFT Program

COAMFTE Stipulation Response

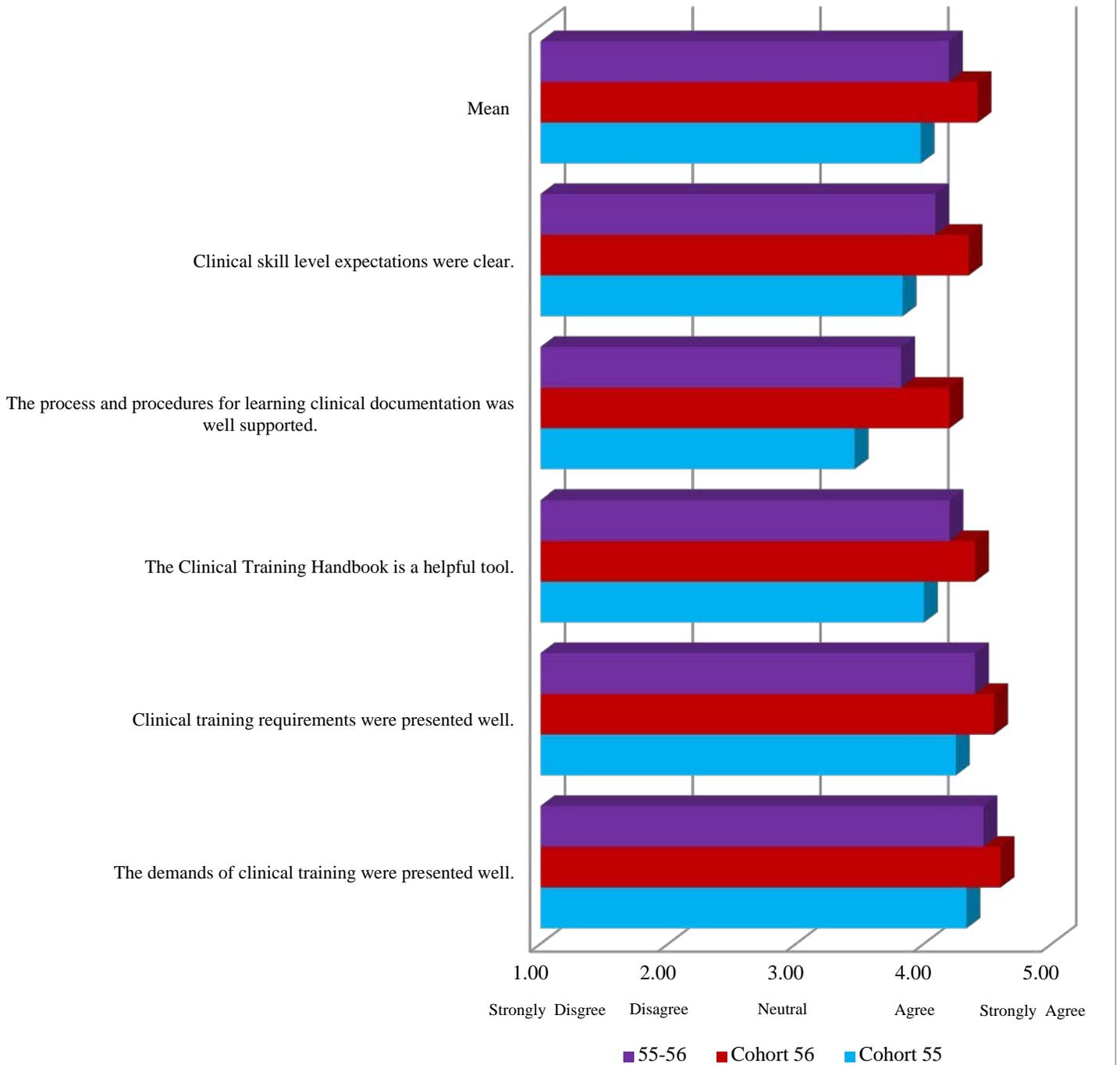
## 2018 Term One Review: MFT Academic Instructions



# Friends University MSFT Program

COAMFTE Stipulation Response

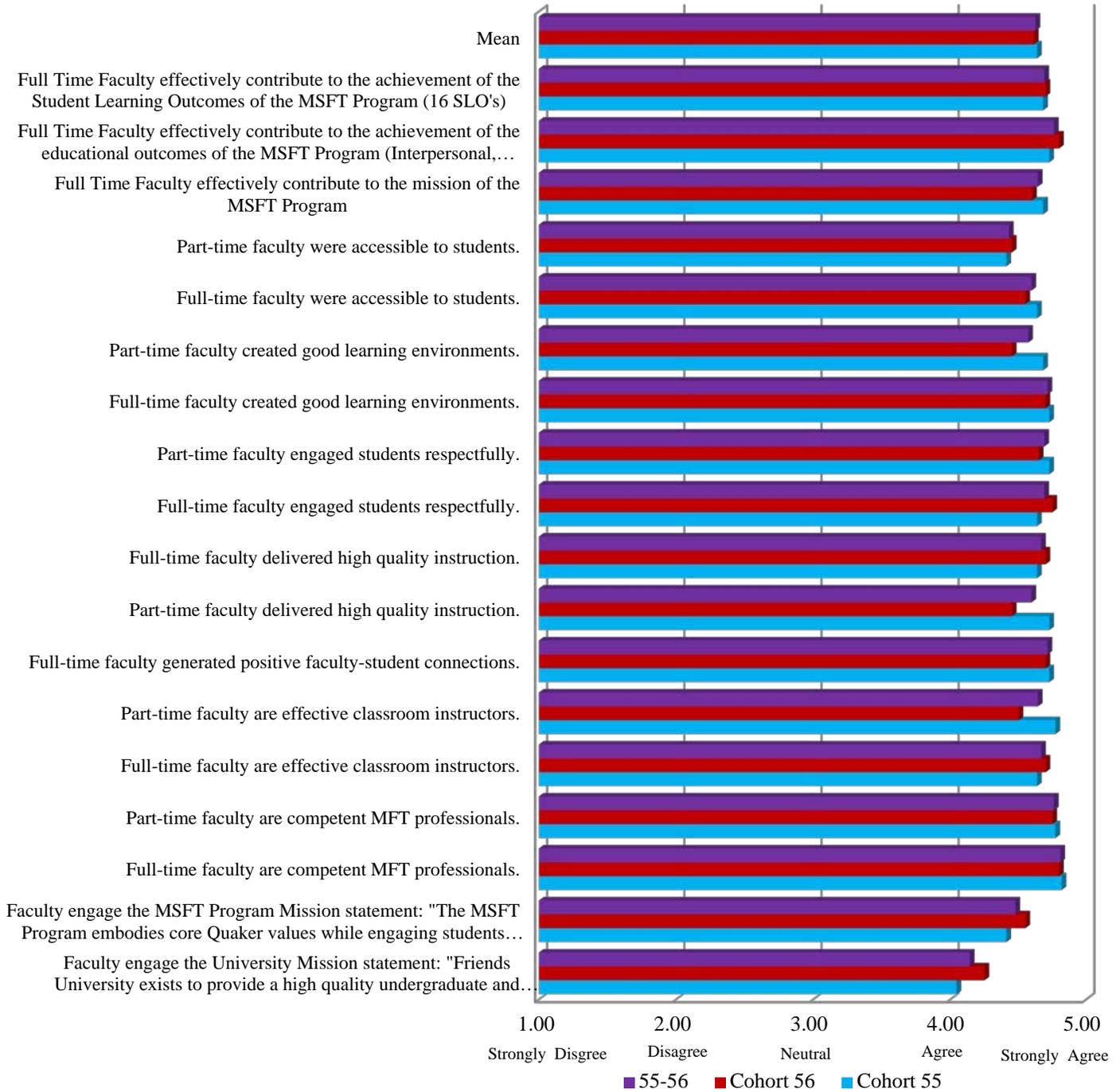
## 2018 Term One Review: MSFT Clinical Training



# Friends University MSFT Program

## COAMFTE Stipulation Response

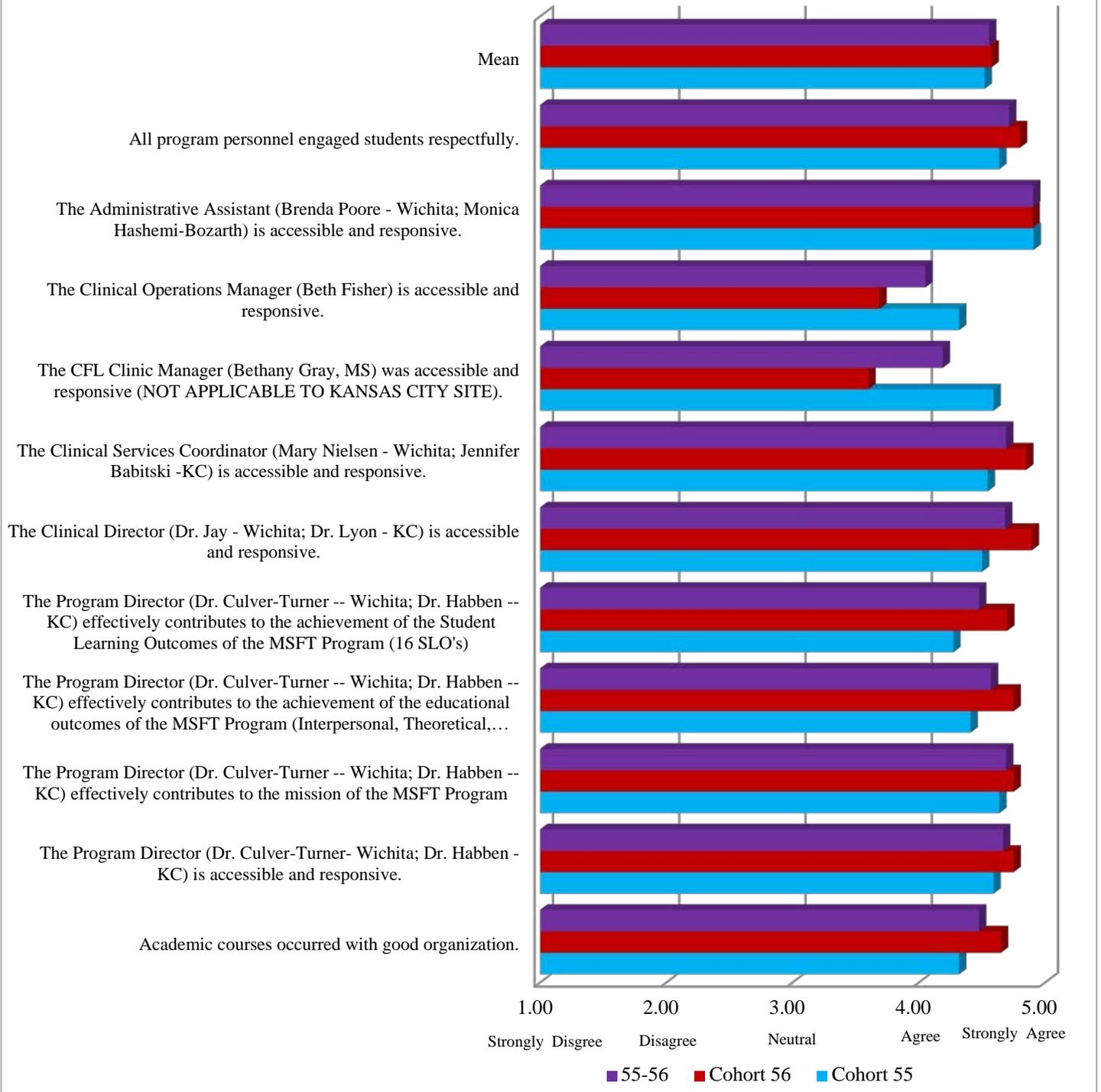
### 2018 Term One Review: MSFT Faculty



# Friends University MSFT Program

## COAMFTE Stipulation Response

### 2018 Term One Review: MFT Administration



# Friends University

## MSFT Program

### COAMFTE Stipulation Response

#### Comments (Cohort 55)

- I would highly value more input/feedback during the semester about my role plays so that I can correct instead of reinforce my bad habits during subsequent role plays. I would appreciate more adherence to the syllabus and better communication when deviations from the syllabus are made. There was constant communication through the semester because classmates were unclear about changes or updates that were made and deadlines
- Friends Universities mission is to equip students to honor God and serve others by integrating their intellectual, spiritual, and professional lives. The vision is to provide a high quality learning experience with nationally recognized programs and a focus on transformative education that places special value on each individual, shining the light of God's love to our community and world.

It is my belief that the Marriage and Family Therapy Program is indeed a transformative. It challenges one to look not only on the interest of self, but mostly on the interest of those that will be served. Love your enemies...do good... It is clear that this program is built on the basis of hope for those not only you 4 with, but also those who you may 2 with for the purpose of protecting the public trust. This program has allowed me to openly ask questions to reflect upon my spiritual, intellectual, and professional values as it relates to learning the discipline of family therapy.

The Quaker history of the University was spoken about, but I would have liked to have known what that really means. Who were Quakers? Why was education so fundamental? What was an education centered around God critical?

- I would like to see Christian values incorporated more.
- This is a fantastic program.
- I do not believe that the university offers counseling services any longer. The CFL is in charge of that and we are unable to utilize them due to multiple relationships.
- Some of the resources are outdated and slow functioning but I understand the financial restraints of the university and thus the program.
- I was unclear about the difference between MFT as "systems thinking" and Psychology in treating the individual only. As we contemplate the accruing of relational and other hours, this has an impact. However, I am not sure that I would have understood any of this at info. night or the onset of the program.
- There were some books that were underutilized for the price we paid for them. There were some classes that we waited extended periods of time for grades and feedback. Some professors or instructors struggled to not have one person monopolize the class period.
- Comments: There have been several times where instructors haven't demanded graduate level effort from every student. This is a graduate program and expectations should be graduate level effort and work product. I know it's hard to work full time and be in a graduate program but I want the challenge of graduate level instruction and knowing I am prepared at the master's level.
- Very good overall. There is much content that hinges on evolution theory and very little creation-centered thinking. I wish it were otherwise. Perhaps one Bible-based class would be helpful?
- I do not feel confident in answering a few of these questions. Clinical documentation is something our cohort has yet to discuss. For that reason, I have answered "3" on these questions.
- We have not discussed documentation at this point in the program.
- The Placement Fair was disappointing - several clinical sites didn't show up so it was difficult to know what placements were available.

# Friends University

## MSFT Program

### COAMFTE Stipulation Response

- We have not learned clinical documentation yet
- Everyone is great!
- All are very great people.
- Our MSFT faculty are amazing! Their expertise and wisdom as well as genuine concern for each student is evident.
- Absolutely best ever! (Faculty)
- I love all the faculty.
- All have been well chosen and would make great full time faculty. (part time faculty)
- Some part time instructors could use better skills in classroom management - i.e. keeping discussion on topic and timely and not allowing certain students to monopolize discussion.
- Absolutely best ever! (part time faculty)
- Brenda Poore is very helpful and goes above and beyond to ensure that we have the resources we need to be successful ( text books, schedule changes, trainings)
- They are all super supportive. Absolutely the best of all colleges attended!

#### Comments (Cohort 56)

- I think the "adult learner" can be held more accountable for reading material. While the stated context is Christian, I don't find anything about the actual context to be Christian. In fact, I find it quite secular.
- I hit the next button before I realized you couldn't go back on the survey to leave comments on the previous page. In regards to the University's mission statement, I find the program challenging in emotional ways in regards to the self of the therapist, but not as much in academic ways. In other words, I feel like the instruction of content is watered down and I feel spoon fed the information from the readings at times via PowerPoint. Because this is a graduate program, it would be nice to have more in class discussions for students to parse out the content in the reading as opposed to students being told the content of the reading. While I can understand the reasons for this type of instruction, I don't feel challenged in academic ways. Having the content broken down so much eliminates the need to actually read the assignment, and I've found myself questioning if I should do the reading if it's just going to be explained in class. I'd enjoy the freedom in the classroom to collectively deconstruct the readings through conversation and debate. I learn from being able to figure it out myself rather than having the content broken down for me.
- Overland Park Campus is small without space for study/computer access/ small group discussion/video learning/recording. It is in dire need of expansion
- I'm not sure whether the curriculum is comprehensive - I don't know enough to judge that. I will say that some courses are better than others. Some of the adjunct taught courses are great and others are not. In particular the groups class was very poorly taught in my opinion.
- The comment section was not available on the previous page- I think the instructors work hard and do a good job of connecting the class with the material. I do think the in class activities are more useful because students are forced to think about what they would do in a situation. I think lecture is great, but it sometimes feels like the content is so deconstructed that there isn't a need to do the assigned reading. For a graduate program, it would be more useful, in my opinion, to encourage more critical thinking in regards to the content.
- I appreciate Sarah and Chris!
- I chose 3 on questions concerning Christian Faith and Quaker influence because I know there is influence but I don't feel like these faiths and beliefs have ever been pushed on me.
- I find Sarah very respectful - I find Chris often has a "wacky" persona that comes off condescending at times. He is always "on". His joking can make it hard to have a serious conversation with him.

# Friends University

## MSFT Program

COAMFTE Stipulation Response

### APPENDIX B

The following is an extract from the Program Graduate Survey. This survey is still currently open. There are several questions asked of program graduates and the following are the two specifically added to the overall survey in response to the COAMFTE stipulation. The two questions ask program graduates specifically to rate Program Director effectiveness and Program Faculty Effectiveness for each of the 16 SLO's, the 4 primary learning goals, and in meeting the mission of the Program. This data will be reviewed in the Spring Quarterly Review in conjunction with *Term One* data and later with the Program Director Survey.

## 2019 Alumni Survey

---

### Start of Block: Default Question Block

Q1

Welcome to the Friends University MSFT Program Alumna Survey

Each year, the MSFT Program at Friends University endeavors to contact as many of our program graduates as possible in an effort to learn more about their professional life after the program as well as to obtain their feedback about their experience. This data is critical for both our COAMFTE accreditation efforts and for the on-going efforts to continually improve the MSFT Program. On behalf of all the faculty and staff at Friends University's MSFT Program, may we ask you to please complete the following survey. Data collected from this survey is only shared in aggregate form. Your candid responses are most appreciated. Thank you in advance for your assistance in completing this information.

Rebecca Culver-Turner, Ph.D., LCMFT  
MSFT Program Director- Wichita

Christopher Habben, Ph.D., LCMFT  
Program Director - Kansas City

Q48

**Looking through the lens of your post graduate experience, please indicate the level of effectiveness the Program Director had in student achievement/learning regarding:**

Extremely Ineffective                      Neutral                      Extremely Effective

0   10   20   30   40   50   60   70   80   90   100

# Friends University

## MSFT Program

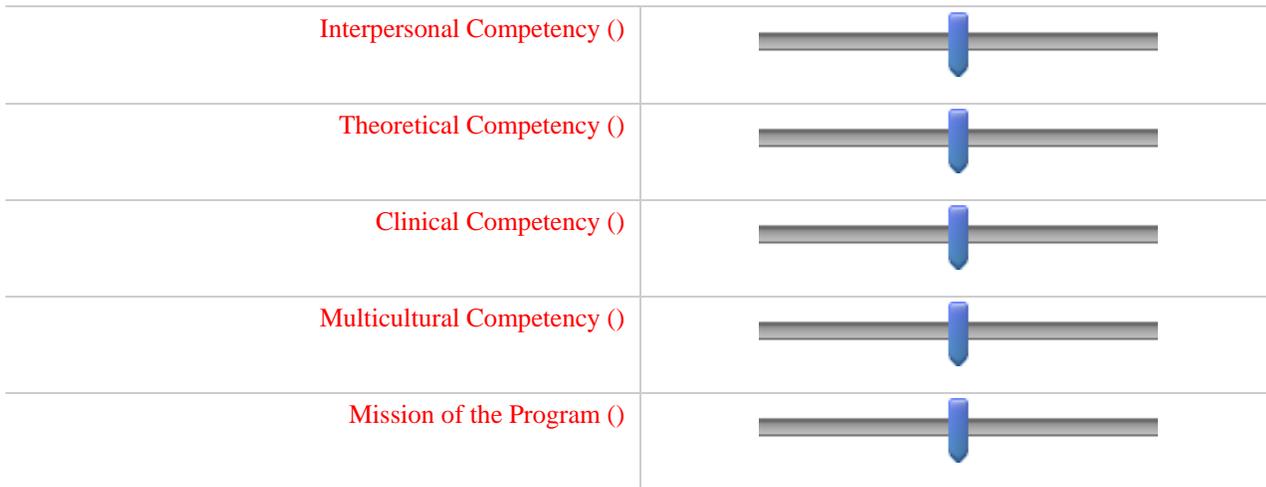
### COAMFTE Stipulation Response

Awareness & regulation of self emotion ()	
Awareness and regulation of self in interaction ()	
Ability to promote therapeutic alliance ()	
Ability to utilize therapeutic alliance constructively ()	
Understanding of relevant conceptual knowledge ()	
Application of relevant conceptual knowledge ()	
Synthesizing multiple conceptual frameworks ()	
Initiate and assess treatment needs ()	
Plan research/theory informed intervention ()	
Facilitate research/theory informed intervention ()	
Evaluate progress and conclude treatment ()	
Utilize supervision/Professional collaboration ()	
Follow legal, ethical and professional standards ()	
Recognition of contextual dynamics ()	
Constructive response to difference ()	
Respect and sensitivity to cultural difference ()	

# Friends University

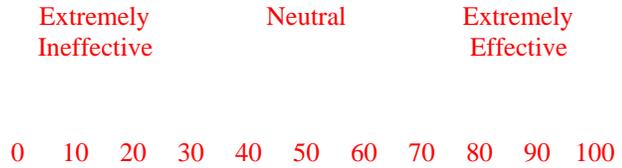
## MSFT Program

### COAMFTE Stipulation Response



Q50

Looking through the lens of your post graduate experience, please indicate the level of effectiveness the Program Faculty had in student achievement/learning regarding:



# Friends University

## MSFT Program

### COAMFTE Stipulation Response

Awareness & regulation of self emotion ()	
Awareness and regulation of self in interaction ()	
Ability to promote therapeutic alliance ()	
Ability to utilize therapeutic alliance constructively ()	
Understanding of relevant conceptual knowledge ()	
Application of relevant conceptual knowledge ()	
Synthesizing multiple conceptual frameworks ()	
Initiate and assess treatment needs ()	
Plan research/theory informed intervention ()	
Facilitate research/theory informed intervention ()	
Evaluate progress and conclude treatment ()	
Utilize supervision/Professional collaboration ()	
Follow legal, ethical and professional standards ()	
Recognition of contextual dynamics ()	
Constructive response to difference ()	
Respect and sensitivity to cultural difference ()	

# Friends University

## MSFT Program

### COAMFTE Stipulation Response

Interpersonal Competency ()	
Theoretical Competency ()	
Clinical Competency ()	
Multicultural Competency ()	
Mission of the Program ()	



# Friends University

*Master of Science in Family Therapy Program*

Response to COAMFTE Stipulations

January 30, 2019

Prepared by

Rebecca E. Culver-Turner, Ph.D., LCMFT – Program Director, Wichita

## INTRODUCTION

The *Master of Science in Family Therapy* (MSFT) degree at Friends University is delivered at both the Wichita and Kansas City locations. Both the MSFT Program in Wichita and the MSFT Program in Kansas City were subject to a COAMFTE Site Visit in the spring of 2018. In November of 2018, the programs were both notified they were awarded reaccreditation for seven years until 2015. Despite the reaccreditation, both sites were notified of stipulations related to their reaccreditation. The Kansas City location received one stipulation and the Wichita location received eight.

The stipulations for Wichita were as follows:

Wichita Location
<ul style="list-style-type: none"><li>• Key Element I – B</li><li>• Key Element II – C</li><li>• Key Element III – A</li><li>• Key Element III – C</li><li>• Key Element III—F</li><li>• Key Element IV –A</li><li>• Key Element V – B</li><li>• Key Element V -- C</li></ul>

### Program Context for the Wichita Location

In the summer of 2018, the MSFT Friends University Program Director stepped down. The current Program Director was hired and began August 2018. The current Program Director was not on site during the construction of the Self-Study, Site Visit or Site Visit Response. The *Stipulations Response* has been a catalyst for exploring what occurred during those experiences.

## RESPONSES TO STIPULATIONS

### Key Element I – B Assessment Plan with Mechanisms and Timeline

The program has an overall assessment plan that includes:

- Mechanisms in place for evaluating/reviewing the Student Learning Outcomes, including student/graduate achievements (utilizing specific measures identified in I-A).
- Mechanisms in place for evaluating student support services; curriculum and teaching/learning practices; fiscal and physical resources; technological resources; and instructional and clinical resources to determine sufficiency for attainment of targeted program outcomes.
- An assessment plan and corresponding timeline that addresses when, from whom, and how data is collected, and a description of how data will be aggregated and analyzed and the findings used for program improvement (feedback loop). The assessment plan should include a specific description of how the program will review and revise, as needed, their overall outcome-based education framework and assessment plan. The assessment plan must incorporate feedback from Communities of Interest (as defined in Key Element I-C).

### COAMFTE Response to Program

The program does not meet the requirements of this Key Element. In their Response to the Self-Study Review Letter, the program described the process by which they assess student support services, and fiscal, physical, technological, instructional, and clinical resources. The Site Visit Team was unable to verify that the program had benchmarks for each of its 16 Student Learning Outcomes and a way to assess them for individual students. The program needs to provide evidence of the process that it follows to assess individual student achievement of the student learning outcomes.

### Friends University Response to Stipulation

#### **Benchmarks for 16 Student Learning Outcomes**

The primary assessment measure of Student Learning Objectives (SLOs) has been the module assessment of students utilizing the *Clinical Competency Rubric (CCR)*. Students begin their 15 month internship in April of the first year of the program. The students are evaluated across each of the 16 SLOs during their FMTH 694 evaluation in August, their FMTH 695 evaluation in January, their FMTH 696 evaluation in May and their FMTH 697 evaluation in June/July. The program has previously endeavored to demonstrate learning by demonstrating improvement in the mean cohort scores for each of the SLOs across the four evaluations utilizing the CCR. Previous to this year, no specific benchmarks for each SLO were set.

In September and November of 2018, the MSFT Program faculty constructed and analyzed data for benchmarks for each SLO. These benchmarks were determined by first considering the performance of the SLO scores at each evaluation mark from previous cohorts. Understandably, students do not perform uniformly in their growth across all SLOs. After consideration of mean scores at each evaluation point for each SLO, a benchmark was set that 80% of students would achieve a score .25 points below the mean rounded to the nearest quarter. The following benchmarks were approved by MSFT program faculty on January 30, 2019.

	Benchmark for FMTH 697
Student Learning Outcome	
1.1 Awareness and regulation of self	80% of all students will score above 4.25
1.2 Awareness and regulation of self in interaction	80% of all students will score above 4.0
1.3 Ability to promote therapeutic alliance	80% of all students will score above 4.25
1.4 Ability to use therapeutic influence constructively	80% of all students will score above 4.0
2.1 Understand relevant conceptual knowledge	80% of all students will score above 3.75
2.2 Application of relevant conceptual knowledge	80% of all students will score above 3.75
2.3 Synthesize multiple conceptual frameworks	80% of all students will score above 3.75
3.1 Initiate & assess treatment needed	80% of all students will score above 4.0
3.2 Plan research/theory informed intervention	80% of all students will score above 4.0
3.3 Facilitate research/theory informed intervention	80% of all students will score above 3.75
3.4 Evaluate progress and complete treatment	80% of all students will score above 4.0
3.5 Utilize supervision and professional collaboration	80% of all students will score above 4.25
3.6 Follow legal, ethical and professional standards	80% of all students will score above 4.25
4.1 Recognition of contextual dynamics	80% of all students will score above 4.25
4.2 Constructive response to difference	80% of all students will score above 4.25
4.3 Respect and sensitivity to cultural difference	80% of all students will score above 4.0

Evidence of this effort will include faculty agenda and minutes from September 26<sup>th</sup>, 2018 and November 28<sup>th</sup>, 2018 in Appendix A with final modifications and approval evidenced in a faculty agenda and minutes from January 30<sup>th</sup>, 2019 in Appendix C.

## Assessing Benchmarks

Per the *Policy and Procedure Handbook* (APPENDIX J), the Quarterly Reviews are structured into the Program to review program data. The Handbook shows that the Quarterly Review Four is set aside to review and interpret collected data for Program Goals and Student Learning Outcome Data.

From the *Policy and Procedure Handbook*:

Quarterly Review	Purpose	Assessment Activities
QR 1: February	<ul style="list-style-type: none"> <li>• Review FMTH 695 internship data</li> <li>• Annual COAMFTE Student Achievement Data</li> <li>• Term I Data Review</li> <li>• Syllabus Template Updates</li> <li>• Exam pass rate</li> <li>• Licensure rate</li> <li>• AAMFT membership rate</li> <li>• Evaluate stakeholder input and program revisions</li> <li>• Planning and Goal Development</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Alumna Survey</li> <li>• Term I Survey</li> </ul>
QR 2: May	<ul style="list-style-type: none"> <li>• Employment data</li> <li>• Review GW1 and GW2 process               <ul style="list-style-type: none"> <li>◦ Admission form review</li> <li>◦ Admission data process review</li> <li>◦ Internship Readiness Process Review</li> </ul> </li> <li>• Employment data</li> <li>• Prep for CTH Update</li> <li>• Prep for Policy and Procedure Handbook Update</li> <li>• Academic Year End Data Summary Report</li> </ul>	<ul style="list-style-type: none"> <li>• Employer Satisfaction Survey</li> <li>• Comprehensive Exam</li> </ul>
QR 3: September	<ul style="list-style-type: none"> <li>• Academic Year Work Plan Report</li> <li>• Key Assessment Review</li> <li>• Working Model Review</li> <li>• Term IV Data Review</li> <li>• Graduation Data</li> <li>• Program Director Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Term IV Survey</li> <li>• Key Assessment Data</li> <li>• Progression Data Rates</li> <li>• Program Director Survey</li> <li>• FMTH 696/697 Supervisor Assessments</li> </ul>
QR 4: December	<ul style="list-style-type: none"> <li>• Review Program Goal and SLO data</li> <li>• Set Benchmarks for Program Goals</li> <li>• Review Communities of Interest Feedback Loops</li> </ul>	<ul style="list-style-type: none"> <li>• Key Assessment Data</li> </ul>

## **Key Element II-C: Experience with Diverse, Marginalized, and/or Underserved Communities**

The program demonstrates student experience in Couple or Marriage and Family Therapy practice with diverse, marginalized, and/or underserved communities. Experiences may include: 1) professional activities (such as therapy, research, supervision, consultation, teaching, etc.) with diverse, marginalized, and/or underserved communities; and/or 2) other types of activities (such as projects, service, interviews, workshops, etc.), as long as the program can demonstrate that the experience is directly related to MFT activities, and students are in interaction with members of these communities.

### COAMFTE Response to Program

The program does not meet the requirements of this Key Element. The program indicated it was implementing a Diversity Exposure Survey to assess the percentage of clients that students are seeing in a variety of diverse categories and that the data would be presented at meeting in February 2018. However, data from this survey was not provided, and the Site Visit Team could not verify this data. The program needs to provide data and supporting evidence of how students are connected to diverse, marginalized, and/or underserved populations.

### Friends University Response to Stipulation

A survey was developed by the MSFT Program to administer to students completing the program estimating percentages of student encounters across a range of social variables. The intent of the survey is to determine a base-line estimate of student engagement with marginalized populations and/or populations unlike the student therapist. Data from the survey is then intended to be reviewed in the Quarterly review in September.

### **Diversity Exposure Survey**

In the summer of 2018, the MSFT Program Director in Wichita stepped down from her role and in the transition to a new Program Director, the survey was not sent to students in Wichita. Data was collected for the Kansas City location and reported in the Quarterly Review meeting in September. The new Wichita MSFT Program Director, Rebecca Culver-Turner, after beginning her role and reviewing transition needs, did submit the *Diversity Exposure Survey* to the most recent program graduates and to the current cohort engaged in the MSFT internship. A copy of the data is available in Appendix B. This data was reviewed in a MSFT program faculty meeting on January 30<sup>th</sup>, 2019 provided in Appendix C. Future work of the MSFT Program faculty shall be to determine reasonable expectations for engagement with diverse clinical populations and steps to meet those expectations when not met.

### **Diversity Exposure Survey Analysis**

Data were reviewed by faculty on January 30<sup>th</sup>, 2019 (Appendix C). Faculty observed that all students may not be exposed to diverse, marginalized and/or underserved communities. Faculty proposed to maintain a current project in the FMTH Social and Cultural Course (see next section) and to explore the possibility of increasing students' experience by introducing a service learning project during their first semester in the program.

## Course Requirements

Additionally, as instructor of the *FMTH 670 Social and Cultural Diversity in Human Development* in Wichita, the MSFT Program Director added a “Working with Underserved and Marginalized Populations” to the curriculum requiring every student to have meaningful encounters with underserved and marginalized populations. The syllabus is noted in Appendix D.

Sample from *FMTH 670 Social and Cultural Diversity* syllabus below:

### **Working with Underserved and Marginalized Populations: Final Project**

*(time outside of class equivalent to 5 hours online)*

*75 points*

**a. OPTION #1: Construct a Psychoeducation Group Targeting an Underserved Population (see grading rubric)**

**PART I: DUE NOVEMBER 20<sup>TH</sup>**

- i. **Population Considerations:** Students will need to write a two-page paper over the specific considerations with the targeted underserved population. It is strongly recommended that students choose a population and location that is different than their internship site. Students are encouraged to consider reaching out to non-profits, outreach programs and/or advocacy programs. Approval is needed for any on-site selections. Students need to include a description regarding the Pancultural and Contextual circles from the SIIA. Considerations may include additional measures that may be needed to build alliance and trust. Use of at least 4-5 resources/additional research and APA format is required. *Due November 20<sup>th</sup>.*
  - ii. **Psychoeducation Services Delivery Plan:** Students will complete a Psychoeducation Services Delivery Plan for approval from their Program Supervisor and Clinical Director. Students can integrate advocacy efforts and/or other support mechanisms in their group. *Due November 20<sup>th</sup>*
- PART II: DUE DECEMBER 13<sup>TH</sup>**
- iii. **Therapist Reflections:** Students need to have completed at least one to two group sessions by the time they present. Students will provide a two to three-page paper comparing their initial research from population considerations with their group experience so far. *Due December 13<sup>th</sup>*
  - iv. **Presentation and Discussion:** Students will provide a presentation and facilitate a discussion based on their experiences. Students will be divided into smaller groups to allow for in-depth discussions and experiential activities. *Due December 13<sup>th</sup>*

**b. OPTION #2: Cultural Plunge and SIIA Application (see grading rubric)**

**PART I: DUE NOVEMBER 20<sup>TH</sup>**

- i. **Population Considerations:** Students will need to write a two-page paper over the specific considerations with the targeted underserved and/or marginalized population. Students will need to provide a description of their proposed cultural plunge and interviewee. It is strongly recommended that students choose a population that is different than their internship site. Students are not allowed to select family members or friends. Students need to include a description that includes the Pancultural and Contextual circles from the SIIA. Use of at least 4-5 resources/additional research and APA format is required *Due November 20<sup>th</sup>*
- ii. **Cultural Plunge Immersion Experience Proposal:** Students will either select a cultural immersion experience or construct one with one of the

### **Key Element III-A: Fiscal and Physical Resources**

The program demonstrates that fiscal and physical resources are sufficient to achieve the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

#### COAMFTE Response to Program

The program does not meet the requirements of this Key Element. The program provided a budget, data from a student survey related to physical resources, and minutes of a meeting between the Dean and Program Director. The Site Visit Team noted that the program was not clear in delineating their criteria for determining sufficiency. The program needs to describe how they define sufficiency and clarify their criteria for determining sufficiency of physical resources.

#### Friends University Response to Stipulation

##### **Self-Study and Site Visit**

A review of the Self-study would suggest that commissioners were invited to review Quarterly Review information in support of the program efforts to assess resources. It would appear, however, the link did not actually provide access to Quarter Review information. In other words, it was discovered that data were never given for this Key Element. The program will respond by submitting data that is used to determine sufficiency. Appendix E reflects Quarter Review agenda and information demonstrating program review of resources. Appendix C also reflects minutes from a Program Faculty meeting addressing a threshold for the data to determine program sufficiency.

##### **Data for Determining Sufficiency: Term One and Term Four Surveys, Alumni Survey and Program Director Survey**

The MSFT Program, at both locations, collects data regarding resources from several sources. Specifically, current students are surveyed about physical resources supplied for the program twice during their time in the program in the Term One Survey and Term Four Survey. The MSFT program's criteria for determining sufficiency across program resources are defined in specific expectations stated in the program's Term One and Term Four Student Surveys. Student data from these surveys and additional informal student input are given strongest consideration.

##### *Term One/Term Four*

- MSFT Program activities have adequate space
- Computer labs are adequate
- Classrooms are well equipped for instruction
- University facilities are well maintained

Additional areas of feedback are also gained from program graduates and university stakeholders. Program graduates are specifically asked about sufficient resources for the program and the Program Director evaluation asks students and university stakeholders regarding the capacity of the Program Director to assure sufficient resources. The data from students, graduates and stakeholders is considered in one of the four quarterly reviews for trends to determine program success and the report of various communities of interest regarding the level of resources in meeting that goal.

##### *Alumni Survey*

- Sufficient classroom environment
- Sufficient space for supervision

- Sufficient technological resources
- Sufficient resources for supporting part time instructors
- Sufficient resources for part faculty quality
- Sufficient resources for administrative assistance
- Sufficient resources to support interpersonal competency development of students
- Sufficient resources to support theoretical competency development of students
- Sufficient resources to support clinical competency development of students
- Sufficient resources to support multicultural competency development of students

#### *Program Director Survey*

- The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.
- The PD assures that MSFT Program has sufficient human resources

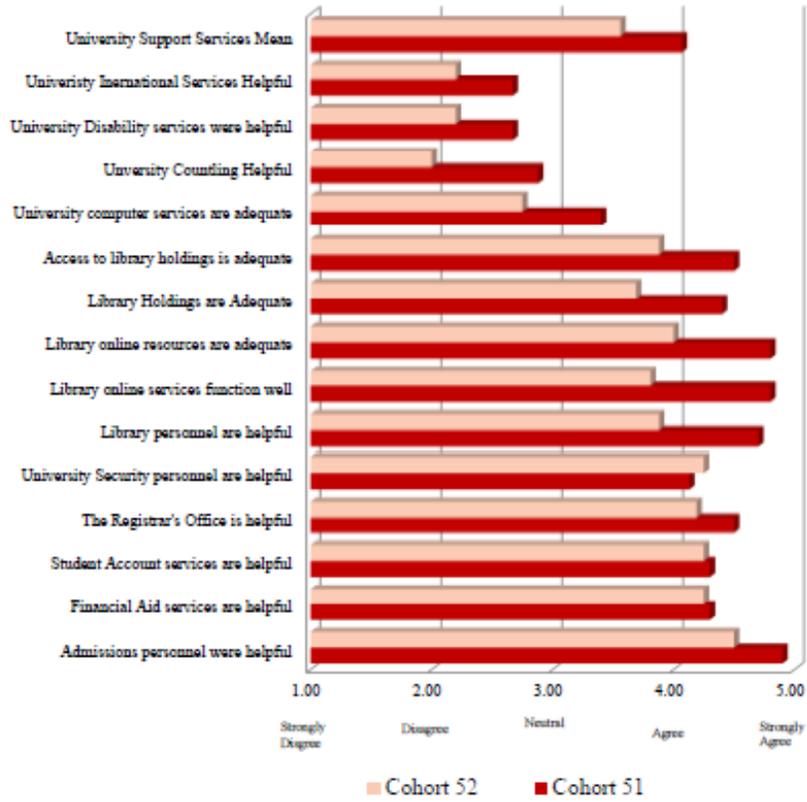
#### **Program Defined Sufficiency**

Fiscal and physical resource sufficiency will be defined by the program's ability to achieve the program's goals and student learning outcomes. The Term I/Term IV Survey, Program Director Survey and Alumni Survey all serve as mechanisms for collecting data to determine sufficiency for Fiscal and Physical Resources. Aggregate cohort means of 70% of utilized assessment scales (e.g. 3.5 out of 5, 70 out of 100, etc.) meet the threshold of sufficiency. Scores that trend below 70% are tagged for further monitoring, exploring the context, problem solving, and potential action. This threshold for sufficiency was recently set during a faculty meeting (Appendix C) and added as an Addendum to the *Policy and Procedure Handbook* (Appendix J).

Sufficiency criteria from the Term I/IV Survey, Program Director Survey and Alumni Survey have been organized through the Primary Learning Goals. If criterion scores trend above 70%, it is assumed that there are sufficient resources to achieve each Primary Learning Goal and Student Learning Outcomes. For the organization of criteria through Primary Learning Goals, see the *Policy and Procedure Handbook* (Appendix J).

For example during the Quarterly Review in September 2018, Term Four Survey data were examined and processed by MSFT Faculty (Appendix E). In regards to Fiscal and Physical Resources, MSFT Faculty noted that the computer services fell below 3.5 for the Kansas City MSFT Program and just below 3.5 for the Wichita MSFT Program. The Program Director in Kansas City reported that they were already working to address that issue. The Program Director in Wichita noted that this is an area for further monitoring (see table below).

## 2018 Term Four Review: University Support Services



### **Key Element III-C: Instructional and Clinical Resources**

Instructional and Clinical Resources The program demonstrates that instructional and clinical resources (e.g., space, personnel, supplies) are sufficient to enable the program to meet the program's mission, goals, and outcomes. These resources are reviewed, revised as needed, and support program effectiveness.

#### **COAMFTE Response to Program:**

The program does not meet the requirements of this Key Element. The program needs to describe how they define sufficiency, clarify their criteria for determining sufficiency of instructional and clinical resources, and evidence that these criteria are used to evaluate instructional and clinical resource sufficiency.

#### Friends University Response to Stipulation

##### **Data for Determining Sufficiency**

The MSFT Program, at both locations, collects data regarding resources from several sources. Specifically, current students are surveyed about instructional and clinical resources supplied for the program. Program graduates are specifically asked about resources for the program and the Program Director evaluation asks students and university stakeholders regarding the capacity of the Program Director to assure sufficient resources for the program. The data from students, graduates and stakeholders is considered in a one of the four quarterly reviews for trends to determine program success and the report of various communities of interest regarding the level of resources in meeting that goal. The Program Director is submitting new Quarterly Review Data for this Key Element (Appendix E).

##### *Term One/Term Four Survey*

- MSFT Program activities have adequate space
- Classrooms are well equipped for instruction
- University facilities are well maintained.
- Faculty are competent MFT professionals.
- Faculty are effective classroom instructors.
- Part time faculty deliver high quality instruction.

##### *Alumni Survey*

- Sufficient classroom environment
- Sufficient space for supervision
- Sufficient technological resources
- Sufficient resources for supporting part time instructors
- Sufficient resources for part faculty quality
- Sufficient resources to support interpersonal competency development of students
- Sufficient resources to support theoretical competency development of students
- Sufficient resources to support clinical competency development of students
- Sufficient resources to support multicultural competency development of students

##### *Program Director Survey*

- The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.
- The PD assures that MSFT Program has sufficient human resources
- The PD assures use of competent part-time faculty.
- The PD assures use of competent Program Supervisors
- The PD provides quality oversight of the clinical training

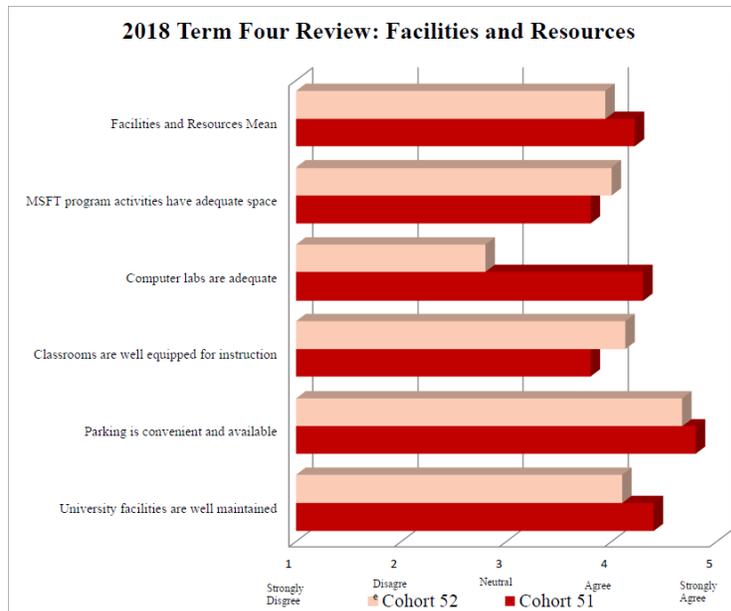
- The PD provides quality oversight of the facilities

### Program Defined Sufficiency

Instructional and Clinical resource sufficiency will be defined by the program’s ability to achieve the program’s goals and student learning outcomes. The Term I/Term IV Survey, Program Director Survey and Alumni Survey all serve as mechanisms for collecting data to determine sufficiency for Instructional and Clinical Resources. Aggregate cohort means of 70% of utilized assessment scales (e.g. 3.5 out of 5, 70 out of 100, etc.) meet the threshold of sufficiency. Scores that trend below 70% are tagged for further monitoring, exploring the context, problem solving, and potential action. This threshold for sufficiency was recently set and added to the *Policy and Procedure Handbook* (Appendix J).

Sufficiency criteria from the Term I/IV Survey, Program Director Survey and Alumni Survey have been organized through the Primary Learning Goals. If criterion scores trend above 70%, it is assumed that there are sufficient resources to achieve each Primary Learning Goal and Student Learning Outcomes. For the organization of criteria through Primary Learning Goals, see the *Policy and Procedure Handbook* (Appendix J).

For example during the Quarterly Review in September 2018, Term Four Survey data were examined and processed by MSFT Faculty (Appendix E). In regards to Instruction and Clinical Resources, MSFT Faculty noted that the computer services fell below 3.5 for the Kansas City MSFT Program and just below 3.5 for the Wichita MSFT Program. The Program Director in Kansas City reported that they were already working to address that issue. The Program Director in Wichita noted that this is an area for further monitoring. All other Instructional and Clinical Resource questions indicate that the Program is meeting sufficiency and no action is needed based on the data.



During the same Quarterly Review meeting, Term Four Data Survey included the Alumni Survey. Data revealed that the Program is meeting sufficiency by meeting the threshold of sufficiency by selected items scoring 70% or higher.

2018 Wichita  
 2018 Alumni Survey  
 September 12th 2018, 1:01 am -05

**Q49 - UNIVERSITY AND PROGRAM RESOURCES** As you look back upon your training at Friends, please indicate your level of satisfaction with the following resources to support learning. (Slide graph pointer to the desired response with mouse pointer or point and click at desire response location)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sufficient classroom environment	30.00	100.00	91.56	12.42	154.22	78
2	Sufficient space for supervision	39.00	100.00	90.31	14.93	222.96	78
3	Sufficient technological resources	13.00	100.00	83.01	20.42	416.96	78
4	Sufficient resources for supporting part time instructors	20.00	100.00	78.86	21.66	469.02	76
5	Sufficient resources for faculty quality	40.00	100.00	88.18	14.51	210.65	76
6	Sufficient resources to support administrative assistance	28.00	100.00	87.97	17.74	314.86	77
7	Sufficient resources to support interpersonal competency development of students	26.00	100.00	87.57	16.84	283.69	76
8	Sufficient resources to support theoretical competency development of students	43.00	100.00	89.74	13.84	191.54	77
9	Sufficient resources to support clinical competency development of students	32.00	100.00	90.29	14.25	203.01	77
10	Sufficient resources to support multicultural and diversity competency development of students	0.00	100.00	81.21	24.52	601.15	77
11	Helpfulness of University Admissions Office	0.00	100.00	85.95	20.16	406.39	77
12	Helpfulness of University Registrar Office	0.00	100.00	85.61	20.98	440.05	76
13	Helpfulness of University Financial Aid Office	0.00	100.00	86.05	22.01	484.53	75
14	Helpfulness of University Counseling Office	0.00	100.00	80.70	25.33	641.67	71
15	Helpfulness of University Disability Office	0.00	100.00	70.82	31.28	978.21	66
16	Helpfulness of International Services	0.00	100.00	71.89	29.13	848.36	61

### **Key Element III-F: Faculty Sufficiency**

The faculty must be sufficient in number with a faculty-student ratio that permits the achievement of the program's mission, goals, and outcomes and ensures that student educational needs are met. These resources are reviewed, revised as needed, and support program effectiveness. • The program must have sufficient core faculty members who are knowledgeable and involved in ongoing program development, delivery, and evaluation required to achieve the program's mission, goals, and outcomes. The program must have a stated process for evaluation of ongoing sufficiency of faculty resources. • The program must demonstrate there are sufficient faculty and effective linking mechanisms with feedback loops, such as regular coordination, meetings, and/or communication, to connect and involve all faculty members in the achievement of expected and actual Student Learning Outcomes of the program. • The program is permitted to use a combination of full-time, part-time and/or multiple adjuncts.

#### COAMFTE Response to the Program

The program does not meet the requirements of this Key Element. The program provided evidence of survey data which assessed faculty sufficiency and referenced an existing student-faculty ratio. The program also described faculty engagement processes. The program did not provide criteria by which it determines whether the data that has been collected was evidence of sufficiency. The program needs to provide criteria by which they determine faculty sufficiency, evidence that the criteria was used to evaluate sufficiency, and evidence of any changes that may have been made in response to this review.

#### Friends University Response to Stipulation

The MSFT Program, at both locations, collects data regarding resources from several sources. Specifically, current students are surveyed about how faculty are sufficient to meet the program's mission, goals and student learning outcomes. The data from students, graduates and stakeholders is considered in a one of the four quarterly reviews for trends to determine program success and the report of various communities of interest regarding the level of resources in meeting that goal. The Program Director is submitting new Quarterly Review Data for this Key Element (Appendix E).

##### *Term One/Term Four Survey*

- Faculty engage the university mission
- Faculty are competent MFT professionals
- Faculty are effective classroom instructors
- Faculty generate positive faculty-student connections
- Faculty deliver high quality instruction
- Full and part time faculty engage students respectfully
- Full and part time faculty create positive learning environments
- Full and part time faculty are accessible to students

##### *Alumni Survey*

- Sufficient resources for faculty quality
- Sufficient resources for supporting part time instructors
- Sufficient resources for faculty quality
- Sufficient resources for quality supervisors
- Sufficient resources to support interpersonal competency development of students
- Sufficient resources to support theoretical competency development of students

- Sufficient resources to support clinical competency development of students
- Sufficient resources to support multicultural competency development of students

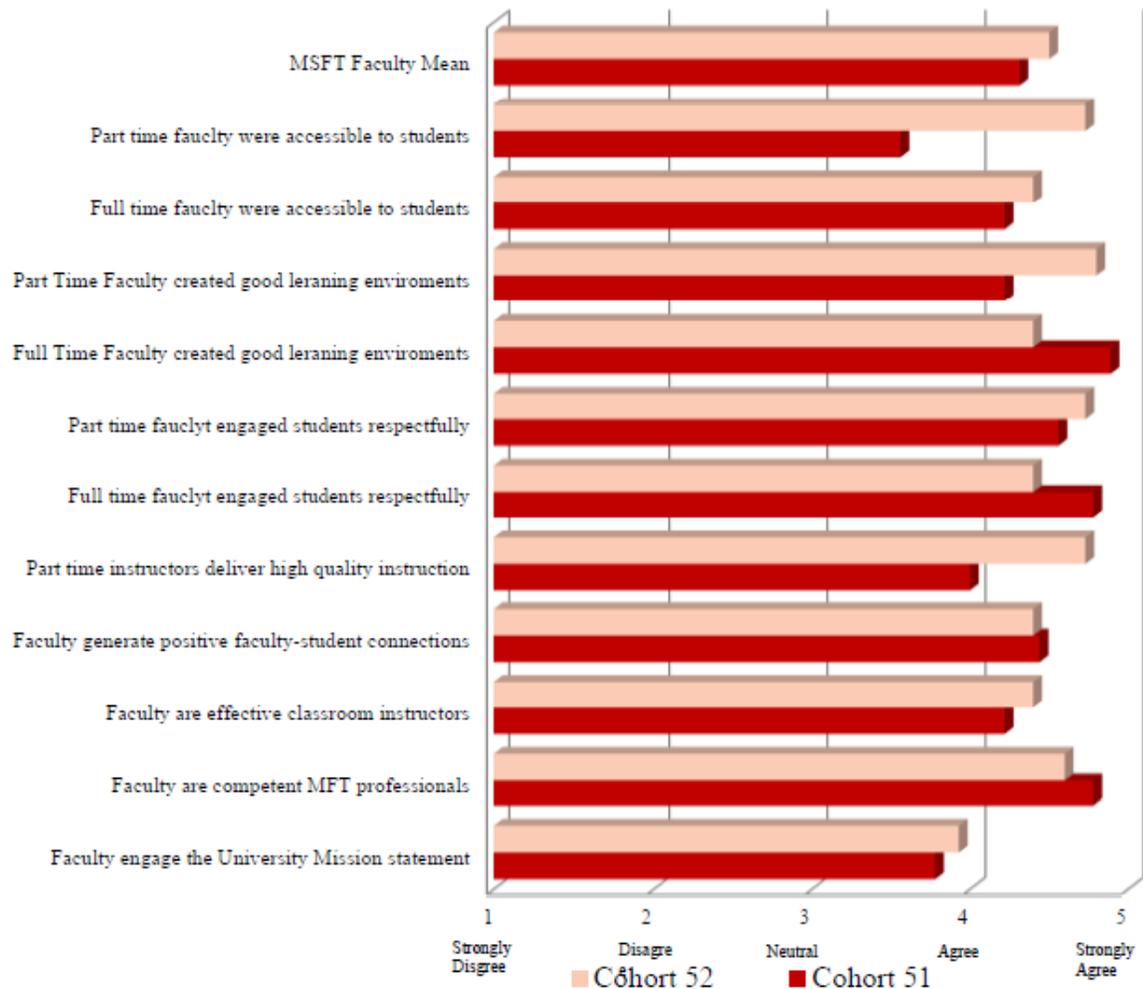
### **Program Defined Sufficiency**

Faculty sufficiency will be defined by faculty's ability to meet the program's mission, goals and student learning outcomes. The Term I/Term IV Survey and Alumni Survey serve as the primary mechanisms for collecting data to determine Faculty Sufficiency. Aggregate cohort means of 70% of utilized assessment scales (e.g. 3.5 out of 5, 70 out of 100, etc.) meet the threshold of sufficiency. Scores that trend below 70% are tagged for potential feedback indicating insufficiency. These scores will be tagged for further monitoring, exploring the context, problem solving, and potential action.

Sufficiency criteria from the Term I/IV Survey, Program Director Survey and Alumni Survey have been organized through the Primary Learning Goals. If criterion scores trend above 70%, it is assumed that there are sufficient resources to achieve each Primary Learning Goal and Student Learning Outcomes. For the organization of criteria through Primary Learning Goals, see the *Policy and Procedure Handbook* (Appendix J).

According to the Term Four data (examples below), it would indicate that the Program has faculty sufficiency by receiving at least 3.5 out of 5 on all of the survey questions. Based on these data, there is no action needed to respond to faculty sufficiency.

## 2018 Term Four Review: MSFT Faculty



**Q49 - UNIVERSITY AND PROGRAM RESOURCES** As you look back upon your training at Friends, please indicate your level of satisfaction with the following resources to support learning. (Slide graph pointer to the desired response with mouse pointer or point and click at desire response location)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sufficient classroom environment	30.00	100.00	91.56	12.42	154.22	78
2	Sufficient space for supervision	39.00	100.00	90.31	14.93	222.96	78
3	Sufficient technological resources	13.00	100.00	83.01	20.42	416.96	78
4	Sufficient resources for supporting part time instructors	20.00	100.00	78.86	21.66	469.02	76
5	Sufficient resources for faculty quality	40.00	100.00	88.18	14.51	210.65	76
6	Sufficient resources to support administrative assistance	28.00	100.00	87.97	17.74	314.86	77
7	Sufficient resources to support interpersonal competency development of students	26.00	100.00	87.57	16.84	283.69	76
8	Sufficient resources to support theoretical competency development of students	43.00	100.00	89.74	13.84	191.54	77
9	Sufficient resources to support clinical competency development of students	32.00	100.00	90.29	14.25	203.01	77
10	Sufficient resources to support multicultural and diversity competency development of students	0.00	100.00	81.21	24.52	601.15	77
11	Helpfulness of University Admissions Office	0.00	100.00	85.95	20.16	406.39	77
12	Helpfulness of University Registrar Office	0.00	100.00	85.61	20.98	440.05	76
13	Helpfulness of University Financial Aid Office	0.00	100.00	86.05	22.01	484.53	75
14	Helpfulness of University Counseling Office	0.00	100.00	80.70	25.33	641.67	71
15	Helpfulness of University Disability Office	0.00	100.00	70.82	31.28	978.21	66
16	Helpfulness of International Services	0.00	100.00	71.89	29.13	848.36	61

## Key Element IV-A: Curriculum and Teaching/Learning Practices

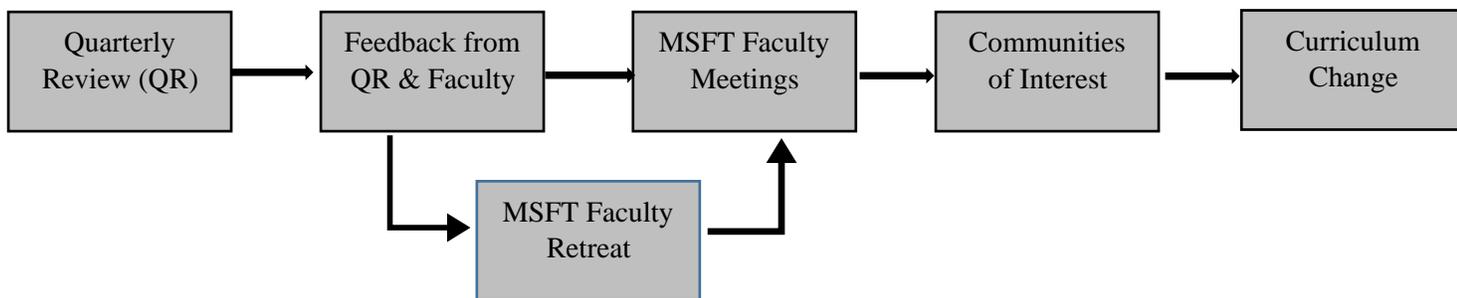
The program must provide:

- A description of the logical sequencing of the curriculum and practice components, including rationale for how the program’s goals and accompanying Student Learning Outcomes fit within the program offered (e.g., where goals and outcomes are addressed and assessed within the curriculum).
- A description of key teaching/learning practices used to accomplish program goals, and Student Learning Outcomes.
- A description of processes and procedures to ensure and monitor student progress and completion of requirements.
- A description of governance processes and procedures for designing, approving, implementing, reviewing, and changing the curriculum.

### COAMFTE Response to Program

The program does not meet the requirements of this Key Element. The program provided a curriculum map and described how the curriculum is logically sequenced to allow it to achieve its program goals and student learning outcomes. However, the program needs to provide evidence that it uses the collected data to inform curriculum changes.

### Friends University Response to Stipulation

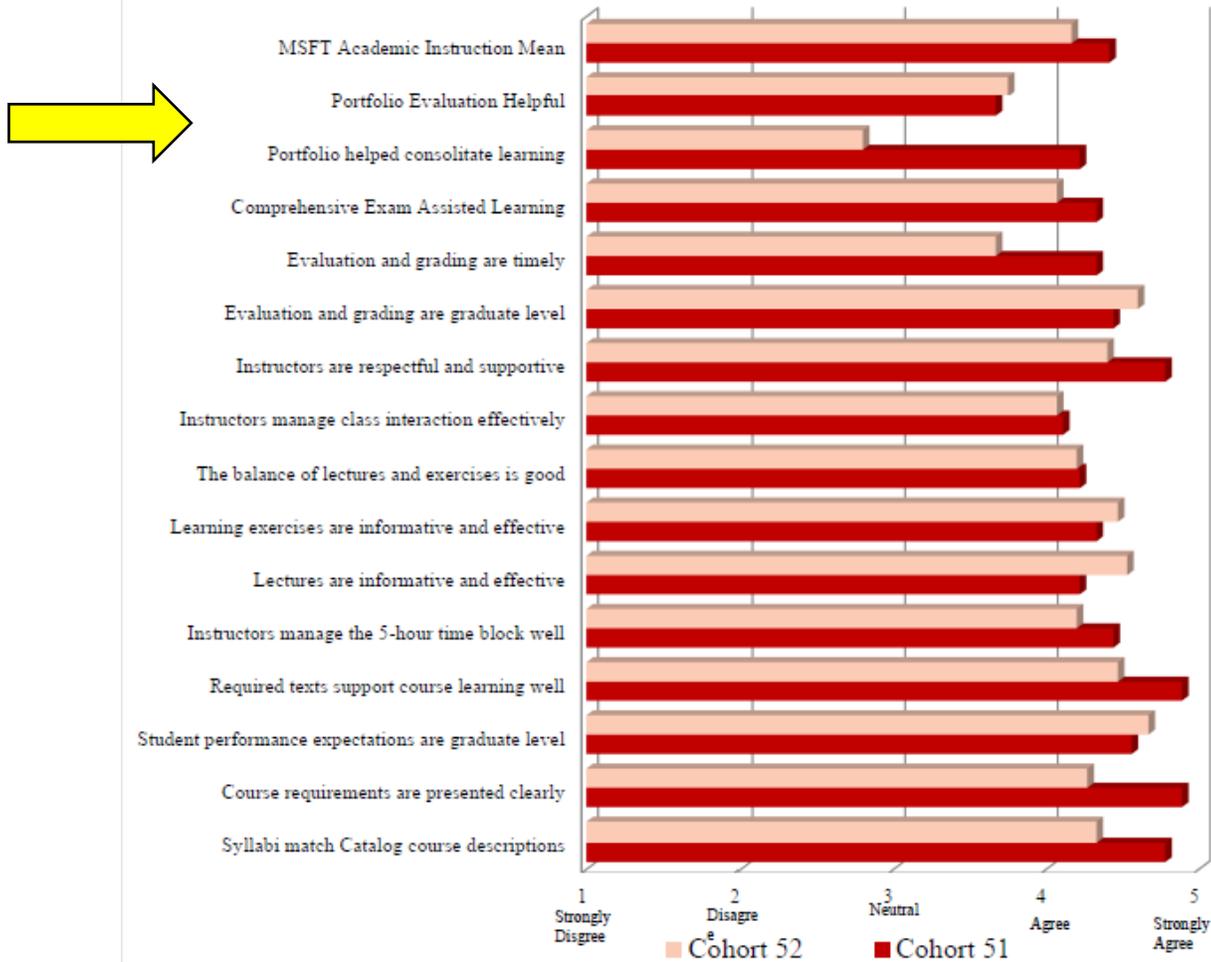


The MSFT Program, at both locations, utilizes the *MSFT Program Policy and Procedure Handbook* (PPH) (Appendix J). In Section 407, Processes for Designing, Approving, Implementing, Reviewing and Changing Curriculum, it describes the policy and procedure for using data to inform curriculum changes. One of the examples given in this section to trigger a need for curriculum review and change is data from the Quarterly Review. The Program Response for this stipulation will demonstrate the process that is implemented and being used for curriculum change by giving an example of change that occurred during the fall 2018.

### **Quarterly Review**

During a scheduled Quarterly Data Review Three (Appendix E), the faculty reviewed data and feedback that indicated the current Capstone Portfolio was not effective. Faculty were reviewing data from student feedback from spring 2018. Students indicated that the Capstone Portfolio evaluation was not as helpful compared to other curriculum elements. One Cohort communicated that the Capstone Portfolio was not helping to consolidate learning.

## 2018 Term Four Review: MFT Academic Instruction



Some faculty also gave feedback during the Quarterly Review that there was needed change for the entire Capstone process. Using data from the Quarterly Review coupled with the faculty feedback and discussion, it was evident that a curriculum change was needed for the Capstone.

### MSFT Faculty Retreat

Based on the extensive nature of reviewing, revising and changing the Capstone, it was proposed that the MSFT Faculty schedule a MSFT Faculty Retreat to commit more time and energy towards the Capstone. The scheduling of a faculty retreat has been done before in our program to set aside a longer timeframe. It is not part of the annual policy and procedure but is reserved for only when that timeframe is needed.

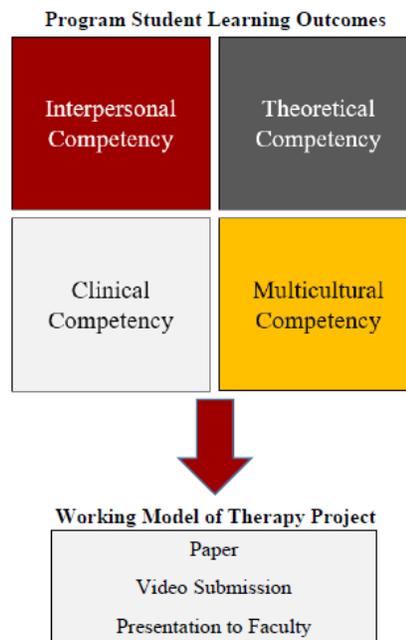
The MSFT Faculty Retreat was scheduled October 8<sup>th</sup>, 2018. During this Retreat, the faculty discussed taking an assignment that is already implemented in the Clinical Internship Series, the Working Model, and revising it to meet a Capstone experience. Appendix H reflects the minutes from this meeting.

## MSFT Faculty Meetings

During already scheduled MSFT Faculty Meetings the faculty reviewed the proposal to the revised Working Model, gave feedback and discussed the process. The final draft of the Working Model Capstone Project was approved by the MSFT Faculty during a MSFT Faculty Meeting on December 12<sup>th</sup>, 2018 (Appendix F). Sample below



### Master of Science in Family Therapy Program Capstone Working Model of Therapy Project



Students will select a two to three theories to construct their Working Model of Therapy and provide a clinical application of their Working Model of Therapy. Students need to be articulate about how their selected theories work together and integrate. The project will include a paper articulating their Working Model and a video submission of their clinical application with a relational client system. Students will present their Working Model of Therapy Project to MSFT Faculty during the spring semester.

## Communities of Interest

The revised Working Model was also taken to two Communities of Interest: 1) Student Advisory Committee (Appendix G) and the 2) Clinical Supervisors during a Clinical Meeting (Appendix G). This feedback was implemented and taken back to MSFT Faculty Meetings for approval.

## Curriculum Change

The Working Model Capstone Project is currently being implemented in the MSFT Program. This revised Working Model represents a curriculum change that was generated by data during a Quarterly Review and faculty feedback. The data and feedback started a process in which the Capstone Project was completely

revised. The revisions reflect feedback from the faculty during MSFT Faculty Meetings, students from the Student Advisory Committee and Clinical Supervisors from a Clinical Meeting.

## **Key Element V-B: Demonstrated Achievement of Program Goals**

The program describes how data was analyzed and provides aggregated data that demonstrates achievement of each program goal via data from measured Student Learning Outcomes, based on targets and benchmarks provided in the program's outcome-based education framework—data from Student Learning Outcomes demonstrate that the program is meeting program goals.

### COAMFTE Response to the Program

The program does not meet the requirements of this Key Element. The program indicated targets (aspirational goals) and benchmarks (reasonable goals) for program goals. The program provided and analyzed data related to program goals. The Site Visit Team and the program indicate there is a lack of clarity about what the benchmarks are for Student Learning Outcomes. The program needs to provide clear benchmarks for their Student Learning Outcomes and present and analyze data evaluating how well Student Learning Outcomes are being met.

### Friends University Response to Stipulation

#### **Benchmarks for 16 Student Learning Outcomes**

The primary assessment measure of Student Learning Objectives (SLOs) has been the module assessment of students utilizing the *Clinical Competency Rubric (CCR)*. Students begin their 15 month internship in April of the first year of the program. The students are evaluated across each of the 16 SLOs during their FMTH 694 evaluation in August, their FMTH 695 evaluation in January, their FMTH 696 evaluation in May and their FMTH 697 evaluation in June/July. The program has previously endeavored to demonstrate learning by demonstrating improvement in the mean cohort scores for each of the SLOs across the four evaluations utilizing the CCR. Previous to this year, no specific benchmarks were set.

In September and November of 2018, the MSFT Program faculty constructed and analyzed data for benchmarks for each SLO. These benchmarks were determined by first considering the performance of the SLO scores at each evaluation mark from previous cohorts. Understandably, students do not perform uniformly in their growth across all SLOs. After consideration of mean scores at each evaluation point for each SLO, a benchmark was set that 80% of students would achieve a score .25 points below the mean rounded to the nearest quarter. The following benchmarks were approved by MSFT program faculty on January 30, 2019.

Evidence of this effort will include faculty agenda and minutes from September 26<sup>th</sup>, 2018 and November 28<sup>th</sup>, 2018 in Appendix A with final modifications and approval evidenced in a faculty agenda and minutes from January 30<sup>th</sup>, 2019 in Appendix C.

	Benchmark for FMTH 697
Student Learning Outcome	
1.1 Awareness and regulation of self	80% of all students will score above 4.25
1.2 Awareness and regulation of self in interaction	80% of all students will score above 4.0
1.3 Ability to promote therapeutic alliance	80% of all students will score above 4.25
1.4 Ability to use therapeutic influence constructively	80% of all students will score above 4.0
2.1 Understand relevant conceptual knowledge	80% of all students will score above 3.75
2.2 Application of relevant conceptual knowledge	80% of all students will score above 3.75
2.3 Synthesize multiple conceptual frameworks	80% of all students will score above 3.75
3.1 Initiate & assess treatment needed	80% of all students will score above 4.0
3.2 Plan research/theory informed intervention	80% of all students will score above 4.0
3.3 Facilitate research/theory informed intervention	80% of all students will score above 3.75
3.4 Evaluate progress and complete treatment	80% of all students will score above 4.0
3.5 Utilize supervision and professional collaboration	80% of all students will score above 4.25
3.6 Follow legal, ethical and professional standards	80% of all students will score above 4.25
4.1 Recognition of contextual dynamics	80% of all students will score above 4.25
4.2 Constructive response to difference	80% of all students will score above 4.25
4.3 Respect and sensitivity to cultural difference	80% of all students will score above 4.0

## Assessing Benchmarks

Per the *Policy and Procedure Handbook* (APPENDIX J), the Quarterly Reviews are structured into the Program to review program data. The Handbook shows that the Quarterly Review Four is set aside to review and interpret collected data for Program Goals and Student Learning Outcome Data.

From the *Policy and Procedure Handbook*:

Quarterly Review	Purpose	Assessment Activities
QR 1: February	<ul style="list-style-type: none"> <li>• Review FMTH 695 internship data</li> <li>• <i>Annual COAMFTE Student Achievement Data</i></li> <li>• Term I Data Review</li> <li>• Syllabus Template Updates</li> <li>• Exam pass rate</li> <li>• Licensure rate</li> <li>• AAMFT membership rate</li> <li>• Evaluate stakeholder input and program revisions</li> <li>• Planning and Goal Development</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Alumna Survey</li> <li>• Term I Survey</li> </ul>
QR 2: May	<ul style="list-style-type: none"> <li>• Employment data</li> <li>• Review GW1 and GW2 process               <ul style="list-style-type: none"> <li>○ Admission form review</li> <li>○ Admission data process review</li> <li>○ Internship Readiness Process Review</li> </ul> </li> <li>• Employment data</li> <li>• Prep for CTH Update</li> <li>• Prep for Policy and Procedure Handbook Update</li> <li>• Academic Year End Data Summary Report</li> </ul>	<ul style="list-style-type: none"> <li>• Employer Satisfaction Survey</li> <li>• Comprehensive Exam</li> </ul>
QR 3: September	<ul style="list-style-type: none"> <li>• Academic Year Work Plan Report</li> <li>• Key Assessment Review</li> <li>• Working Model Review</li> <li>• Term IV Data Review</li> <li>• Graduation Data</li> <li>• Program Director Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Term IV Survey</li> <li>• Key Assessment Data</li> <li>• Progression Data Rates</li> <li>• Program Director Survey</li> <li>• FMTH 696/697 Supervisor Assessments</li> </ul>
QR 4: December	<ul style="list-style-type: none"> <li>• Review Program Goal and SLO data</li> <li>• Set Benchmarks for Program Goals</li> <li>• Review Communities of Interest Feedback Loops</li> </ul>	<ul style="list-style-type: none"> <li>• Key Assessment Data</li> </ul>

## **Key Element V-C: Demonstrated Achievement of Faculty Effectiveness**

The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes. • The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes. • The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.

### COAMFTE Response to Program

The program does not meet the requirements of this Key Element. The program provided aggregate data on Program Director and faculty performance as well as evidence that the results of the data is discussed in quarterly meetings. It is not clear whether these discussions assessed the degree to which Program Director and faculty performance helped achieve the programs mission, goals, and student learning outcomes. The program needs to provide evidence of how the performance of the Program Director's leadership and the performance of the faculty contribute to the attainment of the program's mission, goals, and student learning outcomes.

### Friends University Response to Stipulation

The four primary educational goals of interpersonal, theoretical, clinical and multicultural competency reflected through sixteens specific student learning outcomes are all considered by the MSFT program to be in service to the primary goal of preparing graduates for eventual licensure and independent practice of Marriage and Family by way of the transformative processes of their educational journey at Friends University. Prior to the COAMFTE Site Visit, the MSFT programs in both Kansas City and Wichita assumed student success in achieving professional goals coupled with student, graduate, employer and other stakeholder satisfaction, inherently reflected faculty effectiveness.

In response to the concerns of the COAMFTE stipulation, the MSFT Program Faculty approved additions to the *Term One and Term Four Survey* specifically addressing the faculty effectiveness in meeting the mission, educational goals and student learning outcomes. The *Term One* and the *Term Four* surveys are sent to current students, once at the end of the first term and again at the conclusion of program. For additional data, the MSFT Program faculty also approved additions to the *MSFT Program Graduate Survey* which is sent annually to all program alums just prior to the COAMFTE annual report in January. These two data sets, therefore, capture both current and completed student feedback in addition to the data already provided to COAMFTE regarding *Program Director Evaluation*. While Term 4 data will not be collected until the advanced cohort graduates in July of 2019, the *Term One* data was collected and available for review in Appendix I. The first two pages of Appendix I reflect the specific changes to the *Term One survey*. It is then followed by the full report of all *Term One* data.

Appendix K reflects data the changes made to the 2019 Graduate Survey submitted to all program graduates in January of 2019. Approximately 250 program graduates have responded to the survey and the data is still being prepared for the next Quarterly Review. Appendix B, however, is an example of the two questions added to the Program Graduate Survey in an effort to specifically address faculty effectiveness in meeting the mission, goals and student learning objectives of the MSFT Program. The Term One/Term Four, Graduate Survey and Program Director data will continue to be reviewed in Quarterly meetings. When reviewing such assessments, the MSFT Program anticipates a 70% (3.5 of 5) or better score as an expectation of responses.

#### **APPENDIX A**

The following is a copy of the MSFT Faculty Meeting Agenda and Minutes from September 26<sup>th</sup> and November 28<sup>th</sup>, 2018.

#### **APPENDIX B**

The following is a copy of data collected from the Diversity Exposure Experience Survey.

#### **APPENDIX C**

The following is a copy of the MSFT Faculty Meeting Agenda and Minutes from January 30<sup>th</sup>, 2019.

#### **APPENDIX D**

The following is a copy of the FMTH 670 Course Syllabus noting a new assignment for a “Working with Underserved and Marginalized Populations”

#### **APPENDIX E**

The following is a copy of Quarterly Review Data addressing resource information.

#### **APPENDIX F**

The following is a copy of the MSFT Faculty Meeting Agenda and Minutes from December 12<sup>th</sup>, 2018.

#### **APPENDIX G**

The following is a copy of minutes from two Communities of Interest Meetings.

#### **APPENDIX H**

The following is a copy of minutes from the MSFT Faculty Retreat on October 8<sup>th</sup>, 2018.

#### **APPENDIX I**

The following are charts from TERM ONE Survey data captured from first year students after their first term. Noted added survey questions addressing faculty role in mission, educational goals and student learning outcomes.

#### **APPENDIX J**

The following is a copy of the Policy and Procedure Handbook with the modified Addendum (the last page).

#### **APPENDIX K**

The following is a copy of the Alumni Survey.

# APPENDIX A

# MSFT Program Faculty Meeting Agenda

Date | time 11/28/2018 10:00 AM | Location Conference Room

Meeting called by	Rebecca Culver-Turner and Chris Habben	Invited Attendees: Steve Rathbun, Michelle Robertson (sabbatical), Jennifer Jay, Chris Habben, Sarah Lyon, Rebecca Culver-Turner
Meeting values	Informative, collaborative and congruent	

## Agenda Items

Topic	Presenter	Time allotted/Purpose
<input type="checkbox"/> <b>Benchmarking Approval</b>  Are faculty ready to approve the final edits to the benchmarking?  Faculty review of recommended changes to Clinical Evaluation Scoring.	Chris Habben	15 minutes/Decision
<b>Working Model Decisions</b>		
<input type="checkbox"/> What feedback have we received so far from Communities of Interest? Do we want to implement this feedback? <ul style="list-style-type: none"><li>• <i>Supervisor</i>: likes the theoretical focus, "through the lens of the WM.", number of theories, students need support with APA, agree with the removal of transcription</li><li>• <i>SAC</i>: agree with removal of transcription, number of theories, APA format/first person, students attending other presentations, clarify classic and post-modern selection</li></ul>	Rebecca Culver-Turner	20 minutes/Decision
<input type="checkbox"/> What is the timeline for WM Rubric modifications? <ul style="list-style-type: none"><li>• <i>Proposal</i>: Draft to faculty Dec. 12<sup>th</sup></li></ul>	Rebecca Culver-Turner	5 minutes/Decision
<input type="checkbox"/> When should the WM presentations schedule be finalized? <ul style="list-style-type: none"><li>• <i>Schedule</i>: Late April/early May, 2 faculty members present- some of supervision cancelled</li><li>• <i>Proposal</i>: Draft to faculty Dec. 12<sup>th</sup></li></ul>	Rebecca Culver-Turner	5 minutes/Decision
<b>Policy and Procedure Handbook Update Request</b>		
<input type="checkbox"/> Request to include addition to PPH re: feedback to Program Supervisors	Chris Habben	10 minutes/Decision

Topic

Presenter

Time allotted/Purpose

**Multicultural Advisory Board: Kansas City**

- |   |              |                     |
|---|--------------|---------------------|
| <input type="checkbox"/> What has the Multicultural Advisory Board proposed?<br>Initial Discussion of Advocacy System | Chris Habben | 30 minutes/Decision |
|---|--------------|---------------------|

---

**Capstone Proposal**

---

**Capstone Open Tasks:**

- Comprehensive Exam: Case Review
  - Faculty standardization : Categorical examples
  - Construct three different cases
- Decide on Jurisprudence Timeline: Proposed end of Ethics?
- Constructing clear places of Communication and Support
  - Information Nights, Orientation, Advising, Second Year- Advising?
  - Map into Curriculum and Assessment Points
  - Feedback from Communities of Interest

## Specific Student Learning Benchmarks and Clinical Evaluation Assessment

### Proposal One

Evidenced by feedback from the 2018 COAMFTE Site Visit Team Exit interview from the Wichita location, benchmarks are needed for the measurement of Student Learning Outcomes (SLO) at each module. The following documentation reflects a data review for the past two years of cohort performance across both MSFT Program locations at each module and for each SLO. Because the assessment plan and program benchmarks have been determined for the entire program, it is a matter for faculty to set benchmarks of student performance of SLO's at each module and to then update the 2018-2019 assessment plan to reflect these changes. A review of student performance across the various SLO's is not universal. It is with reason SLO's such as synthesizing conceptual frameworks would develop at a different pace and time in training compared to other SLO such as the ability to promote therapeutic alliance. Consequently, benchmarks for each SLO and at each module ought not be uniform.

To determine student performance across module assessments for each SLO, data was reviewed across both program locations of all students in aggregate for the past two years and a mean score was determined of aggregate student performance for each SLO at each module assessment. As expected, the standard deviation scores across SLO's in FMTH 694 are more diverse (.45 - .85) than in FMTH 697 (.45 - .65). In an effort to set benchmarks, a measure of .5 was subtracted from each mean score for each SLO at each module assessment and then rounded to the nearest .25. From there a benchmark is set suggesting that 80% of students meet a threshold for each SLO reflecting a score of .5 below the mean rounded to the nearest .25 hoping this will reflect on average that 80% of students will meet a score close to one standard deviation below the mean. The 80% was determined to reflect that a sizeable majority of students meet the benchmark and allowing that some students may potentially fail to meet the benchmark. These benchmarks are NOT to be considered aspirational but minimal.

It is requested that MSFT Program Faculty accept the following benchmarks of aggregate cohort means and that such attached benchmarks be added to the 2018-2019 assessment plan.

(See Attachment)

### Proposal Two

A second problem with the internship module series has been the determination of a Clinical Evaluation Score. In the past few years, the scores students were assigned during their module assessment was a 100 point score based upon their performance of the Clinical Competencies Rubric. The process for the past few years has been at each module to sum the 16 scores for each SLO (1-5) and then divide by a number set for each module to determine a percentage of the set score and then multiply by 100. The set scores have been

FMTH 694 – 40

FMTH 695 – 56

FMTH 696 – 72

FMTH 697 – 80

These numbers were determined by assuming that if a student in FMTH 694 received all 3's, she/he would have a total score of 48. If she/he scored all 4's, she/he would have 64. If a student had all 5's, he/she would have all 80. The set scores for each module reflected the midpoints between these numbers. The problem has been that most students in most modules exceed these set numbers thereby making the mean scores near or even above a perfect 100 and thus over-inflating the scores for module assessments. In short, a student had to work with some effort to merit a "B" or less.

The final page of the attachment endeavors to summarize the mean scores, across modules for each SLO. In this case, rather than subtract by a standard deviation, these scores are raised by .5 (a standard deviation) and rounded to the nearest .25. These scores are then summed to determine, based upon three years of students performance, how a student performing exceedingly well might score. From these scores more realistic expectation points may be determined.

*It is requested the MSFT program faculty approve new set scores from which to determine Clinical Evaluation Scores at each module assessment. The recommended new scores determined from past performance data are:*

FMTH 694 – 55

FMTH 695 – 70

FMTH 696 – 75

FMTH 697 – 80

Request submitted by Christopher M. Habben and Rebecca Culver-Turner, MSFT Program Directors

Student Learning Outcome	Benchmark for FMTH 694			
	Mean	Mean-.5	Round	
1.1 Awareness and regulation of self	3.18	2.68	2.75	80% of all students will score above 2.75
1.2 Awareness and regulation of self in interaction	3.05	2.55	2.50	80% of all students will score above 2.50
1.3 Ability to promote therapeutic alliance	3.38	2.88	3.00	80% of all students will score above 3.0
1.4 Ability to use therapeutic influence constructively	2.98	2.48	2.50	80% of all students will score above 2.50
2.1 Understand relevant conceptual knowledge	2.92	2.42	2.50	80% of all students will score above 2.50
2.2 Application of relevant conceptual knowledge	2.75	2.25	2.25	80% of all students will score above 2.25
2.3 Synthesize multiple conceptual frameworks	2.59	2.09	2.00	80% of all students will score above 2.00
3.1 Initiate & assess treatment needed	2.97	2.47	2.50	80% of all students will score above 2.75
3.2 Plan research/theory informed intervention	2.60	2.10	2.00	80% of all students will score above 2.00
3.3 Facilitate research/theory informed intervention	2.60	2.10	2.00	80% of all students will score above 2.00
3.4 Evaluate progress and complete treatment	2.74	2.24	2.25	80% of all students will score above 2.25
3.5 Utilize supervision and professional collaboration	3.73	3.23	3.25	80% of all students will score above 3.25
3.6 Follow legal, ethical and professional standards	3.65	3.15	3.25	80% of all students will score above 3.25
4.1 Recognition of contextual dynamics	3.10	2.60	2.50	80% of all students will score above 2.50
4.2 Constructive response to difference	3.15	2.65	2.75	80% of all students will score above 2.75
4.3 Respect and sensitivity to cultural difference	3.19	2.69	2.75	80% of all students will score above 2.75

	Benchmark for FMTH 695			
Student Learning Outcome	Mean	Mean-.5	Round	
1.1 Awareness and regulation of self	3.93	3.43	3.50	80% of all students will score above 3.5
1.2 Awareness and regulation of self in interaction	3.84	3.34	3.25	80% of all students will score above 3.25
1.3 Ability to promote therapeutic alliance	4.18	3.68	3.75	80% of all students will score above 3.75
1.4 Ability to use therapeutic influence constructively	3.90	3.40	3.50	80% of all students will score above 3.5
2.1 Understand relevant conceptual knowledge	3.78	3.28	3.25	80% of all students will score above 3.25
2.2 Application of relevant conceptual knowledge	3.54	3.04	3.00	80% of all students will score above 3.00
2.3 Synthesize multiple conceptual frameworks	3.38	2.88	3.00	80% of all students will score above 3.00
3.1 Initiate & assess treatment needed	3.77	3.27	3.25	80% of all students will score above 3.25
3.2 Plan research/theory informed intervention	3.64	3.14	3.25	80% of all students will score above 3.25
3.3 Facilitate research/theory informed intervention	3.53	3.03	3.00	80% of all students will score above 3.0
3.4 Evaluate progress and complete treatment	3.48	2.98	3.00	80% of all students will score above 3.0
3.5 Utilize supervision and professional collaboration	4.40	3.90	4.00	80% of all students will score above 4.0
3.6 Follow legal, ethical and professional standards	4.42	3.92	4.00	80% of all students will score above 4.0
4.1 Recognition of contextual dynamics	4.04	3.54	3.50	80% of all students will score above 3.5
4.2 Constructive response to difference	4.06	3.56	3.50	80% of all students will score above 3.5
4.3 Respect and sensitivity to cultural difference	4.08	3.58	3.50	80% of all students will score above 3.5

	Benchmark for FMTH 696			
Student Learning Outcome	Mean	Mean-.5	Round	
1.1 Awareness and regulation of self	4.31	3.81	3.75	80% of all students will score above 3.75
1.2 Awareness and regulation of self in interaction	4.27	3.77	3.75	80% of all students will score above 3..75
1.3 Ability to promote therapeutic alliance	4.62	4.12	4.00	80% of all students will score above 4.0
1.4 Ability to use therapeutic influence constructively	4.29	3.79	3.75	80% of all students will score above 3.75
2.1 Understand relevant conceptual knowledge	4.16	3.66	3.75	80% of all students will score above 3.75
2.2 Application of relevant conceptual knowledge	4.03	3.53	3.50	80% of all students will score above 3.50
2.3 Synthesize multiple conceptual frameworks	3.94	3.44	3.50	80% of all students will score above 3.50
3.1 Initiate & assess treatment needed	4.21	3.71	3.75	80% of all students will score above 3.75
3.2 Plan research/theory informed intervention	4.03	3.53	3.50	80% of all students will score above 3.50
3.3 Facilitate research/theory informed intervention	4.02	3.52	3.50	80% of all students will score above 3.50
3.4 Evaluate progress and complete treatment	4.13	3.63	3.75	80% of all students will score above 3.75
3.5 Utilize supervision and professional collaboration	4.70	4.20	4.25	80% of all students will score above 4.25
3.6 Follow legal, ethical and professional standards	4.77	4.27	4.25	80% of all students will score above 4.25
4.1 Recognition of contextual dynamics	4.45	3.95	4.00	80% of all students will score above 4.0
4.2 Constructive response to difference	4.51	4.01	4.00	80% of all students will score above 4.0
4.3 Respect and sensitivity to cultural difference	4.54	4.04	4.00	80% of all students will score above 4.0

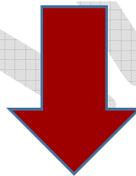
	Benchmark for FMTH 697			
Student Learning Outcome	Mean	Mean-.5	Round	
1.1 Awareness and regulation of self	4.65	4.15	4.25	80% of all students will score above 4.25
1.2 Awareness and regulation of self in interaction	4.56	4.06	4.00	80% of all students will score above 4.0
1.3 Ability to promote therapeutic alliance	4.85	4.35	4.25	80% of all students will score above 4.25
1.4 Ability to use therapeutic influence constructively	4.51	4.01	4.00	80% of all students will score above 4.0
2.1 Understand relevant conceptual knowledge	4.37	3.87	3.75	80% of all students will score above 3.75
2.2 Application of relevant conceptual knowledge	4.20	3.70	3.75	80% of all students will score above 3.75
2.3 Synthesize multiple conceptual frameworks	4.17	3.67	3.75	80% of all students will score above 3.75
3.1 Initiate & assess treatment needed	4.55	4.05	4.00	80% of all students will score above 4.0
3.2 Plan research/theory informed intervention	4.44	3.94	4.00	80% of all students will score above 4.0
3.3 Facilitate research/theory informed intervention	4.28	3.78	3.75	80% of all students will score above 3.75
3.4 Evaluate progress and complete treatment	4.47	3.97	4.00	80% of all students will score above 4.0
3.5 Utilize supervision and professional collaboration	4.84	4.34	4.25	80% of all students will score above 4.25
3.6 Follow legal, ethical and professional standards	4.80	4.30	4.25	80% of all students will score above 4.25
4.1 Recognition of contextual dynamics	4.76	4.26	4.25	80% of all students will score above 4.25
4.2 Constructive response to difference	4.74	4.24	4.25	80% of all students will score above 4.25
4.3 Respect and sensitivity to cultural difference	4.33	3.83	3.75	80% of all students will score above 4.0

Should these module scores be reevaluated based upon bench mark expectations and past performance.

	Mean Scores across both sites 2016-2018				Mean score from 2016-2018 <b>PLUS .5</b> rounded to nearest .25			
	694	695	696	697	694	695	696	697
Student Learning Outcome								
1.1 Awareness and regulation of self	3.18	3.93	4.31	4.65	3.75	4.50	4.75	5.00
1.2 Awareness and regulation of self in interaction	3.05	3.84	4.27	4.56	3.50	4.25	4.75	5.00
1.3 Ability to promote therapeutic alliance	3.38	4.18	4.62	4.85	4.00	4.75	5.00	5.00
1.4 Ability to use therapeutic influence constructively	2.98	3.90	4.29	4.51	3.50	4.50	4.75	5.00
2.1 Understand relevant conceptual knowledge	2.92	3.78	4.16	4.37	3.50	4.25	4.75	4.75
2.2 Application of relevant conceptual knowledge	2.75	3.54	4.03	4.20	3.25	4.00	4.50	4.75
2.3 Synthesize multiple conceptual frameworks	2.59	3.38	3.94	4.17	3.00	4.00	4.50	4.75
3.1 Initiate & assess treatment needed	2.97	3.77	4.21	4.55	3.50	4.25	4.75	5.00
3.2 Plan research/theory informed intervention	2.60	3.64	4.03	4.44	3.00	4.25	4.50	5.00
3.3 Facilitate research/theory informed intervention	2.60	3.53	4.02	4.28	3.00	4.00	4.50	4.75
3.4 Evaluate progress and complete treatment	2.74	3.48	4.13	4.47	3.25	4.00	4.75	5.00
3.5 Utilize supervision and professional collaboration	3.73	4.40	4.70	4.84	4.25	5.00	5.00	5.00
3.6 Follow legal, ethical and professional standards	3.65	4.42	4.77	4.80	4.25	5.00	5.00	5.00
4.1 Recognition of contextual dynamics	3.10	4.04	4.45	4.76	3.50	4.50	5.00	5.00
4.2 Constructive response to difference	3.15	4.06	4.51	4.74	3.75	4.50	5.00	5.00
4.3 Respect and sensitivity to cultural difference	3.19	4.08	4.54	4.33	3.75	4.50	5.00	4.75
Mean Score	3.04	3.87	4.31	4.53	3.55	4.39	4.78	4.92
Sum of Mean Scores	48.58	61.97	68.98	72.52	56.75	70.25	76.50	78.75
Current Total Expected for Modual Assessment	40	56	72	80				
Recommended Total Expected for Modual Assessment					55	70	75	80
Points out of 100 the <u>average</u> score would be in each module (Sum of Mean Scores/Expected Score for Module	121.45	110.66	95.806	90.65	88.33	88.53	91.97	90.65
Points out of 100 the Mean <u>PLUS</u> .5 score would be in each module (Sum of Mean Scores/Expected Score for Module					103.2	100.4	102	98.44
Points out of 100 the Mean <u>MINUS</u> .5 score would be in each module (Sum of Mean Scores/Expected Score for Module					73.78	77.1	81.31	80.65

**Master of Science in Family Therapy Program Capstone**  
Working Model of Therapy Project

**Program Student Learning Outcomes**



**Working Model of Therapy Project**

- Paper
- Video submission
- Transcription
- Presentation to faculty

Students will select a theory/theories to construct their Working Model of Therapy and provide a clinical application of their Working Model of Therapy. The project will include a paper articulating their Working Model, video submission of their clinical application with a relational client system, and a transcription of their video submission. Students will present their Working Model of Therapy Project to MSFT Faculty during the spring semester.

## Interpersonal Competency

*The MSFT Program views Interpersonal Competency as an essential component of being a competent therapist and seeks to teach and train students components of interpersonal effectiveness (see SLOs 1.1, 1.2, 1.3, 1.4, and 1.5).*

### **Awareness of Self**

- *Purpose:*
  - Demonstrate the ability to be attune to self emotion and regulate self emotion.
- *Project Requirements*
  - Through the lens of the Working Model, the student therapist needs to articulate self emotion and how it is regulated (i.e. differentiation, externalizing, secure attachment etc.). The student therapist needs to demonstrate the ability to regulate emotions within the session.

### **Alliance**

- *Purpose:*
  - Demonstrate the ability to attune to clients, build connection, build safety and respond to social and behavioral cues from clients.
- *Project Requirements*
  - Through the lens of the Working Model, the student needs to articulate how alliance is conceptualized and how it is used to facilitate change. Student Therapists need to demonstrate how alliance is used within the session.

## Multicultural Competency

*The MSFT Program views Multicultural Competency as an essential component of being a competent therapist and seeks to teach and train students in cultural awareness and sensitivity (See SLOs 4.1, 4.2, and 4.3).*

### **Intersection of Therapist and Clients Social Location**

- *Purpose*
  - Demonstrate awareness of the intersection of the student therapists' social location with the clients' social location
- *Project Requirement*
  - The student needs to provide a clear explanation that includes a discussion regarding the student therapist's social location (pertaining to at least race and gender) and the clients' social location (pertaining to at least race and gender) and how it has impacted the therapeutic alliance and process. The discussion needs to demonstrate an attunement to the nuances of power, privilege, and marginalization.

### **Treatment Consideration**

- *Purpose*
  - Demonstrate awareness and ability to intentionally modify or maintain treatment based on the clients' social location and cultural context
- *Project Requirement*
  - Through the lens of the Working Model and multicultural resources, the student needs to provide a clear explanation regarding the treatment. Treatment considerations need to take into account the clients' social location, help-seeking behavior, and potentially unique population factors.

## Theoretical Competency

*The MSFT Program views Theoretical Competency as an essential component of being a competent therapist and seeks to teach and train students theoretical competence through the knowledge and application of such theories in their clinical and academic work (SLOs 2.1, 2.2, 2.3).*

### **Value System [EXPLAIN MORE]**

- *Purpose*
  - Demonstrate the ability to connect, integrate or synthesize personal value system with Working Model
- *Project Requirements*
  - Students need to articulate their own value system and how it interacts with their Working Model. This may include but is not limited theory selection, theory adaptation, therapist social location, theoretical underlying assumptions and/or theory of change.
    - For example, students may decide to provide a religious or theological conceptualization that has guided their theory selection and why it is particularly meaningful. Another example, a student may find that a particular theory lends itself well to marginalized communities and addressing systems of power.

### **Underlying Assumptions**

- *Purpose*
  - Demonstrate the ability to understand the underlying assumptions of the selected theories
- *Project Requirements*
  - Students need to articulate the underlying assumptions for each selected theory. Students need to address how the underlying assumptions either complement each other or potentially conflict with each other.

### **Concepts and Interventions**

- *Purpose*
  - Demonstrate the ability to integrate and conceptualize two systemic theories
- *Project Requirements*
  - Students need to provide a description of at least three (3) of the theoretical concepts from an integrative Working Model lens. Students are expected to provide an in-depth explanation that is guided and refined by Program texts and readings.
  - Students need to provide a description of at least three (3) of the theoretical interventions from an integrative Working Model lens. Students are expected to provide an in-depth explanation that is guided and refined by Program texts and readings.

## Clinical Competency

The MSFT Program views Clinical Competency as an essential component of being a competent therapist and seeks to teach and train students in areas of clinical competence (See SLOs 3.1, 3.2, and 3.3).

### Video Submission and Session Application

- *Purpose*
  - Submit a video of the clinical application of the Working Model
- *Project Requirements*
  - Students are required to submit 15 minutes (1-2 sessions) of clinical work with a relational system demonstrating the clinical application of their Working Model. The session(s) must have occurred *during* the FMTH 696 timeframe (January 1<sup>st</sup> & forward).
  - Students to provide a very brief overview of the sessions selected including the session number and session goal.

### Self- Reflection of Video Submission

- *Purpose*
  - Review the video of the clinical application of the Working Model
- *Project Requirements*
  - Through the lens of the Working Model, the student needs to provide a self-reflection demonstrating the ability to recognize verbal and behavioral cues from clients, recognize use of self, and the impact of the clinical intervention(s). Self-reflection can include areas of growth, areas of strength, the therapist's inner processing, and self-of-the therapist topics.

## Paper Format Guidelines

**General Instructions:** Use the APA Program Writing Template located in the Program Moodle Shell. Students need to utilize a cover page, running heads, page numbers, and a reference page. Formatting should include double spacing.

Working Model of Therapy Project  
(Title of the paper)

**Interpersonal Competency (2-3 pages)**

Awareness of Self

Alliance

**Multicultural Competency (2-3 pages)**

Intersection of Therapist and Clients Social Location

Treatment Considerations

**Theoretical Competency (8-10 pages)**

Value System

Underlying Assumptions

Theoretical Concept

Theoretical Interventions

**Clinical Competency (1-2 pages)**

Video Submission and Session Application

Self-Reflection

References

Students need to use at least 8-10 total references, with at least 5 of those references being course texts and readings assigned during the program. Students are strongly recommended to use the primary resource for a theoretical framework. The Working Model needs to be guided and refined by these references.

## Presentation Guidelines

### Timeframe

- *Spring semester:*
  - The Clinical Director/Program Director will elicit student feedback regarding the presentation schedule at the beginning of the spring semester. The schedule will be sent early that semester and presentations will take place late April/early May. Students are asked to plan accordingly for a presentation that could be potentially different than their regularly scheduled supervision timeframe.
- *45-minute presentation*
  - Students will present their Working Model Presentation in front of at least two core faculty members and potentially the Program Supervisor. Students will present for 30 minutes with 10-15 minutes of questions and feedback from the core faculty.
  - Students will need to bring two (2) hard copies of their Working Model Paper and their video submission.
  - Students are strongly encouraged to utilize PowerPoint and/or something that will structure their presentation.
  - Students can elect to invite anyone from their Dyad or Group Supervision.

### Video Submission

- *Technology*
  - Students will need to test their video in the room of their presentation. All technologies issues need to be addressed by the time of the presentation.
  - Students will need to bring their video submission on a small portable data-storage device (i.e. USB) to submit to the core faculty.

## **RECOMMENDATION FOR PROGRAM DISCUSSION RE: STUDENT ADVOCACY**

The most recent meeting of the MSFT Multicultural Advisory Board meeting in Kansas City led to a recommendation by the MAB for the MSFT Program to develop an advocacy system to better assist those in the program experiencing marginalization, a lack of experienced privilege or even a lacking experience of program safety to address with the MSFT program concerns or initial complaints.

There is a recognition that students may experience fear, anxiety or a sense of intimidation in meeting with program faculty, supervisors and/or administrators informed through a lens of asymmetrical privilege and inclusion. For some, finding a person “like me” reflected by a variety of variables not reflected by program faculty and administrators may be vital in processing program experiences and addressing those in positions of hierarchical power.

It is further recognized an element of the clinical learning is turning toward anxiety, regulating self, pursuing direct address and utilizing personal authority. The advocacy system is not intended to diminish the need for growth in such domains but to assure all students have a felt experience of safety in addressing student issues particularly but not limited to those matters which may involve a need for cultural awareness by those by addressed.

An advocacy process will require some formalization and development to be included in the Policy and Procedure Handbook. Questions to address might include but are not limited to:

- How will advocates be selected (Invited by MAB, Program alums etc.?)
- How will advocates be trained regarding university policy, legal responsibility, and means to lead to direct address without triangulation?
- How will a process be evaluated?
- Who might need to be consulted administratively for discussion?
- What are the needs and wants of students?
- What are the resources necessary to devote to such an endeavor?
- What are ethical considerations?
- What do we wish we knew in considering this matter that we don't know?

I would appreciate initial faculty feedback and discussion on this matter.

Submitted by

Christopher M. Habben, Ph.D., LCMFT

Friends University MSFT Program Director –Kansas City

## **Proposed Addition to the Policy and Procedure Handbook**

Evidenced from the exit interview conducted by the COAMFTE Site Review Team in Kansas City, there is currently no procedure or effort to inform MSFT Program Supervisors of feedback to program supervisors. The following is a recommended change to be included in section 502 of the current MSFT Policy and Procedure Handbook

### Section 502

Letter *I* (Current letter I will be moved to H and so on)

*At least one time per annum the MSFT Clinical Directors shall meet individually with current MSFT Program Supervisors to provide a summative review of student feedback regarding the MSFT Program supervisors as well as any other relevant feedback to advance the development of the clinical supervisor and/or advance the delivery of clinical supervision to the MSFT Program. Data provided to the supervisor will include data from the previous cohort to eliminate any potential punitive response to student feedback. Additionally, the Clinical Director will provide an aggregate summary of program data collected and a summary of the annual process in delivering feedback to program supervisors. This document will be kept on file as a record of this annual review.*

It is requested of the MSFT Program faculty to accept or amend and accept the above addition to the MSFT Policy and Procedure Handbook.

Submitted by

Christopher M. Habben, Ph.D., LCMFT

Friends University MSFT Program Director –Kansas City

**All MSFT Faculty Meeting  
Minutes  
September 26, 2018**

Attendees: Chris Habben, Rebecca Culver-Turner, Sarah Lyon, Jennifer Jay, Steve Rathbun,  
Minutes Recorded by: Brenda Poore  
Meeting was called to order by Chris Habben at 10:00a

**Wichita Site Report**

Steve would like to bring in Dan Lord as a Professor Emeritus consultant for conversations. Rebecca has set up a meeting with him on Thursday.

Things to think about regarding the report:

- To write/provide and store all meeting minutes well
- Benchmarking
- Rebecca expects stipulations

**Kansas City Site Report**

Chris expects a stipulation

- Feedback with Supervisors (they collect Supervision feedback, but don't circulate it back to students). They are already trying to remedy it.
- Chris would like to write into the policy and procedure manual the procedure for this.
- Rebecca and Sarah are meeting with Supervisors and are processing feedback from Supervisors, some really good and some hard.

**Assessment Plan**

Chris submitted the plan to Aidan and it's pretty much the same as last year's.

- Addendum Discussion
  - Page 8 handout Benchmarking of SLOs
    - The current statement is that the goal is 4.0 out of 5 with 4.5 being an aspirational goal. Realistically, some should be higher than others.
    - Discussion about the changing of those benchmarks needs to be based on current data.
    - How should faculty determine what the Benchmarks should be?
    - Look at 2 years' worth of data to help determine.
    - Rebecca would like to use increments of .25 to help it look cleaner
    - Steve supports Chris's ideas
    - Jennifer likes Chris's idea of using statements like: 70% of all students will score at 4.25, but not breaking it down any further.
    - Sarah wonders if we should use more than 2 years' worth of data.
    - The discussion about setting benchmarks for all the SLOs was settled with *the Program Directors will get together and come up with the new benchmarks* and then bring it to the rest of the faculty at a future meeting for approval.
    - Two other points of discussion were brought up: one is around the rubrics and the language in them could be improved upon. The second one is our program process should be looked at if almost all the students are scoring the same thing in 694.

### **Multicultural Advisory Board**

- Rebecca wants to reconstruct the Wichita group a bit, and then schedule the group to meet. She would like to add someone from the community, possibly Latino.

### **Emporia Faculty Meeting**

- Chris asked for additional items for the Oct. 8<sup>th</sup> Emporia meeting
  - Steve wants to discuss Curriculum, and the delivery of it(Curriculum was mentioned in the Site Report)
  - Capstone-PRIORITY
  - Jennifer wants everyone to bring something to the meeting (do homework) and Rebecca agreed. Each person is to bring talking points on Capstone.

### **Information Section**

- Chris just wants to keep these things in front of everyone for future and further discussion:
  - Placement Fair
  - Fall Advising
  - Term One Review
  - Working Model
  - Faculty Search

**Meeting was adjourned at 11:56**

# MSFT Program Faculty Meeting

## A G E N D A

**Date: September 26, 2018**

**Time: 10:00 pm to 12:00 pm**

**Place of Meeting:**

**Rm 106-MFT Conference –**

**Zoom Lync**

### MSFT Program Mission:

The MSFT Program embodies core Quaker values while engaging students on an educational journey of personal and professional transformation to affect change in the lives of those they will serve.

### MSFT Program Primary Learning Goals

- Interpersonal Competence
- Theoretical Competence
- Clinical Competency
- Multicultural Competence

- Call to Order
  - Program Director Rebecca Culver Turner
- COAMFTE Update
  - Kansas City: Return of Site Report to COAMFTE – Await review of Commission
  - Wichita: Return of Site Report to COAMFTE – Await review of Commission
- Assessment Plan
  - Review of Plan Submitted to OIRA
  - Addendum Discussion
    - Benchmarking of SLO's
- Work Plan Development for 2018
  - Capstone Project(s)
    - Portfolio/Working Model
  - Multicultural Advisory Board
    - 2018-2019 Scheduled Meetings
      - Use of KS R & Education Funds for Training
      - Calendar of Events
      - Review of Policy, Complaint, Curriculum
  - Workshop/Scholarship Development (Kansas City)
  - Syllabus Template Review
  - MSFT Program Faculty Search
  - Divisional Reorganization Planning
  - MSFT Program Recruitment Improvement
  - Other
- Information
  - Placement Fair
  - Fall Advising
  - Term One Review
  - Working Model
  - Faculty Search
    - Other



# 2018- 2019

## 2018-2019 Friends University MSFT Assessment Plan



Christopher M Habben, Ph.D. LCMFT  
Rebecca Culver-Turner, Ph.D., LCMFT  
MSFT Program Directors  
Friends University  
2018-2019

# Friends University

## *MS Family Therapy Assessment Plan*

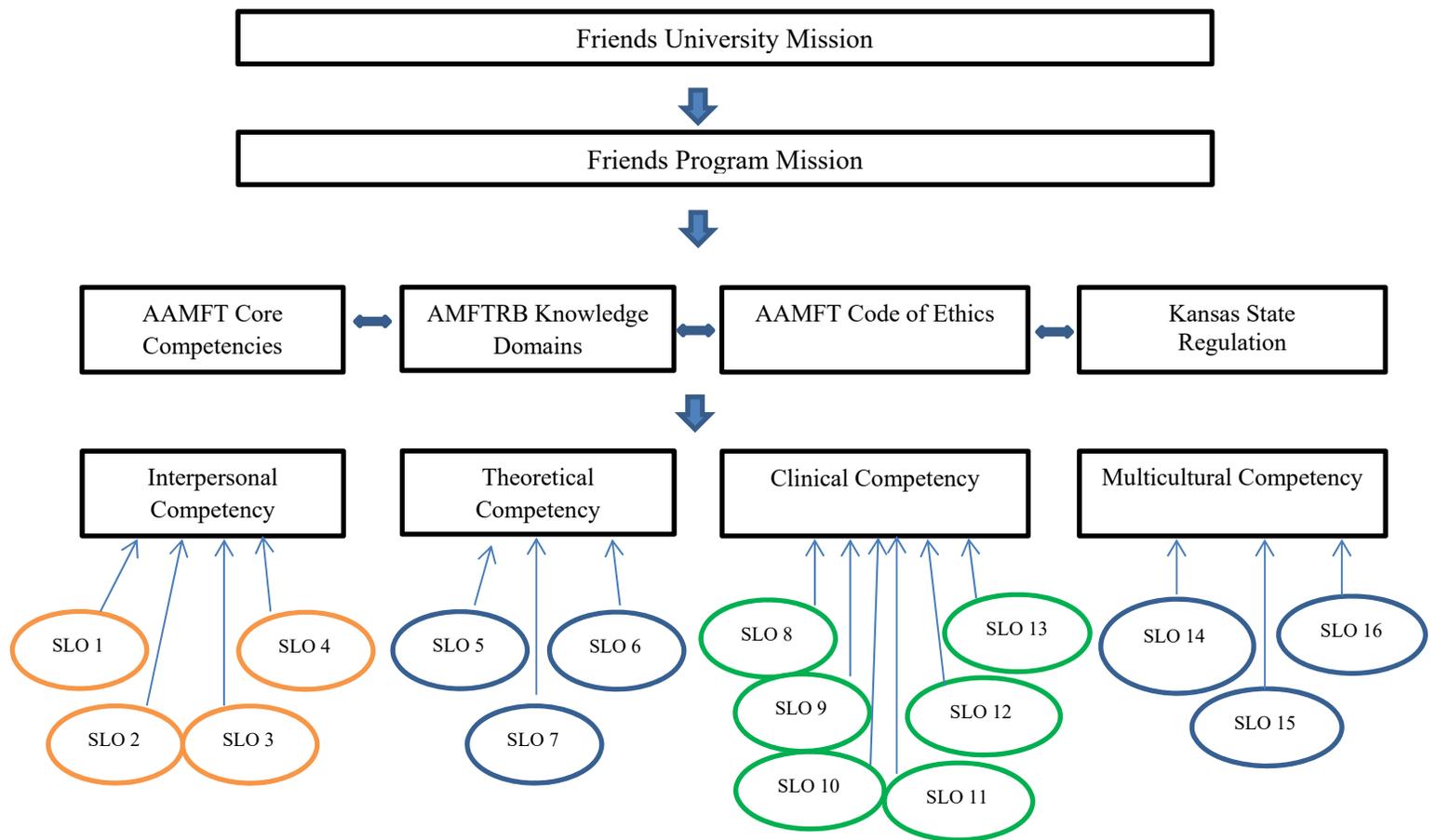
2018-2019

### **Context**

Ongoing program assessment is highly valued in the Master of Science in Family Therapy (MSFT) program at Friends University in both Wichita and Overland Park, Kansas. Effective assessment is critical for assuring claims of student growth and learning to multiple communities of interest, maintaining *COAMFTE* accreditation standards, and contributing to the overall mission of Friends University. The following plan reflects assessment plans for the 2016-2017 academic year. The goal of the 2016-17 Assessment Plan is to provide context for assessment, operationalize program outcomes, articulate how data will be gathered and aggregated, reflect targeted benchmarks for program outcomes, offer specific plans for the use of data in program improvement and offer an initial assessment time.

Assessment is a vital element of a broader mission. As a program embedded in the Arts, Education and Science Division of the Graduate School at Friends University, the MSFT program operates with a mission to prepare students for eventual independent practice as a Marriage and Family Therapy while leading transformational lives in service to the broader mission of the university. In effort to best meet the mission of the program and to prepare students for eventual independent licensure as an MFT, the program has drawn upon four primary sources as guideposts in the central *Professional Marriage and Family Therapy Principles* critical to student learning for achievement of eventual licensure and effective practice. Specifically, from a review of the MFT Core Competencies, the AMFTRB Examination Domains (including task and knowledge statements), the AAMFT Code of Ethics and the Kansas state licensure laws, the MSFT Program asserts four primary program learning goals developing student competencies in essential interpersonal skill, theoretical understanding, clinical skill and multicultural sensitivity. Each of these four primary learning goals are reflected by 16 specific learning outcomes. After developing primary learning goals from professional principles which fit the mission of the program and the university, the task of assessment is to develop continually improving measures to assure success of student learning and to develop benchmarks reflecting a reasonable and aspirational level for student accomplishment.

Assessment is not limited to student learning. Assessment in the MSFT program at Friends is metaphorically akin to making a long distance trip toward a desired location. Maps, road signs and other geographical data offer data about progress toward the outcome just as student learning outcome (SLO) data offers information about the program progress toward primary learning goals. A different set of data, however, primarily from the dashboard of vehicle, offers insight about how well the vehicle itself is performing. Similarly, data is regularly collected for review regarding the resources and functioning of the program. Consequently, assessment data at Friends considers student learning, program administration and program outcome. The following diagram offers a brief display of the assessment context for student learning assessment.



The task of assessment of student learning is to operationalize the four primary learning goals and the sixteen student learning outcomes, develop measures for each of the SLO's, set benchmarks for expected measurement outcomes and utilize the actual aggregate data in a feedback process to communities of interest to improve the program quality and effectiveness.

Additionally program outcomes to student and alumni achievement require construction to measure program effectiveness in achieving its mission and administrative measures are equally required to assure the functioning of the program “vehicle” in service to its destination.

### **Program Outcomes**

The MSFT program endeavors to achieve four primary learning goals supported by sixteen specific student learning goals. Additionally, the program has specific program achievement goals associated with student degree completion, national exam pass rates, licensure acquisition, service to professional and degree/training satisfaction. To serve the learning and achievement goals, the program also has administrative goals related to financial viability, resource support, university backing, program marketing and other administrative needs to advance the mission of the program. The follow section will endeavors to operationalize the various learning, achievement and administrative goals of the program.

### Program Learning Goals

The MSFT program strives to advance student interpersonal, theoretical, clinical and multicultural competency as four primary program learning goals. Broadly speaking, these goals reflect the heart, head, hands and hope of the therapist. The following descriptions offer operational definition to the learning goals.

1. *Interpersonal Competency: The ability of the student clinician to effectively regulate their own emotional field, engage others who exist in emotional distress and form meaningful relational connection to advance therapeutic development of those they serve.*
2. *Theoretical Competency: The ability of the student clinician to display knowledge key to MFT clinical practice such as human and family development, family system theory and interventions, bio-psychosocial clinical approaches, ethics and clinical effectiveness research, to apply such knowledge to clinical situations and to effectively synthesize multiple models of therapeutic approaches.*
3. *Clinical Competency: The ability of the student clinician to form and facilitate therapeutic encounter across an effective course of treatment understanding the presenting problem, performing an assessment, accurately diagnosing, forming a treatment plan, facilitating interventions, terminating properly and utilizing supervision effectively.*
4. *Multicultural Competency: The ability of the student clinician to address the unique contexts, diversity and cultural variation of people promoting an inclusion, displaying mindful awareness of personal power, privilege and biases and fosters a culture of inclusion integrating diversity naturally into decision making.*

The MSFT Program has developed 16 specific student learning outcomes each reflecting an element of one of the four primary learning goals. These 16 SLO's are evaluated during each of the evaluative phases of the clinical learning process, by various formative learning assignments and finally be specific key assessments of student learning. The goal of each student learning outcome is for student display, measured from multiple sources (Faculty, supervisor, placement site, peers and the student) of moderate to exceptional skill predicated upon a 0 – 100 point scale. The SLO's are defined as follows.

1. (IC): Students will display exceptional awareness of self-regulation evidenced by an exceptional display of autonomous SELF, ability to balance emotion and intellect, ability to operate equally well on emotion and rational levels, to manages stress, and to be flexible and adaptable.
2. (IC) Students will display exceptional awareness and regulation of Self interaction evidenced by an ability to balance connection with and independence from others, a "self-validated" stance, an ability to take I position an openness to influence from others and ability to share power and flexible boundaries.
3. (IC) Students will display exceptional ability to promote therapeutic alliance evidenced by exceptional ability to generate client trust and confidence, ability to meaningfully repair relationships, and a capacity to maintain client relationships until appropriate termination

4. (IC) Students will display exceptional ability to use therapeutic influence constructively evidenced by an exceptional ability to effectively influence clients toward meaningful change through therapeutic alliance.
5. (TC) Students will display understanding of relevant conceptual knowledge evidenced by exceptional comprehension of systemic therapeutic models and multiple knowledge concepts of MFT.
6. (TC) Students will display ability to apply relevant conceptual knowledge evidenced by exceptional interventions with system models; application of systemic concepts to clinical judgment and practice and recognition of the strengths, limitations and contraindications of specific theoretic models.
7. (TC) Students will display ability to synthesize multiple conceptual frameworks evidenced by an exceptional ability to identify models and frameworks most effective for presenting problem, to accurately synthesize individual models within systemic treatment and to articulate a clear working model synthesizing multiple concepts/models.
8. (CC) Students will display ability to initiate and assess treatment needs evidenced by an exceptional ability to assess and accurately diagnose client behavioral and relational health systemically and contextually with appropriate interview techniques to elucidate presenting problem and treatment need.
9. (CC) Students will display ability to plan research/theory informed intervention evidenced by an exceptional ability to understand models and techniques most effective for presenting problem, to match treatment modalities to client needs and to develop treatment plans with measurable outcomes.
10. (CC) Students will display ability to facilitate research/theory informed intervention as evidenced by exceptional execution of theory based interventions, ability to modify interventions not effective toward treatment goal and to articulate rationale for interventions related to treatment goal.
11. (CC) Students will display ability to evaluate progress and conclude treatment as evidenced by exceptional ability to accurately evaluate treatment progress, client need to continue treatment and to facilitate constructive termination.
12. (CC) Student will display ability to utilize supervision/professional collaboration as evidenced by an exceptional ability to utilize supervision to advance learning, further client care or address beliefs adversely impacting clinical work, to consult with treatment providers, to display professionalism and to be exceptionally prepared for supervision and collaboration.
13. (CC) Student will display ability to follow legal, ethical and professional standards as evidenced by an exceptional ability to comply with AAMFT code of Ethics, legal obligations and program responsibilities and an exceptional attendance to clinical record and ethical obligations (e.g. reporting, timely progress notes).

14. (MC) Student will display ability to recognize contextual dynamics as evidenced by an exceptional ability to consider contextual dynamics e.g. age, gender, orientation, ethnicity etc. and its influence on the therapeutic relationship.
15. (MC) Student will display ability to offer constructive responses to difference as evidenced by exceptional display of awareness of personal biases, power and privilege, and a capacity for inclusivity and positive regard in engagement with peers, clients and professional community.
16. (MC) Student will display respect and sensitivity toward cultural difference as evidenced by an exceptional capacity for the knowledge, skills, and attitudes to care for diverse populations and exceptional ability to work within values and world view of clients.

### Program Achievement Goals

In service to both COAMFTE reporting criteria and to university tracking of graduate student accomplishment, the MSFT Program at Friends University endeavors to follow MSFT program alumna for at least seven years while endeavoring for 10 years. Data of alumna accomplish is derived from multiple sources. University records related to program start and degree completion dates are utilized to determine on time and overall degree completion rates. National exam, licensure achievement and professional activity data is derived from an annual alumni survey as well as review of public licensure records in Kansas and Missouri. The following are variables in consideration of program achievement.

1. *Program Applicants: This count I the total number of program applicants to the MSFT program regardless of their completion of their application or eventual interview or other outcomes.*
2. *Interviewed Applicants: This count reflects the total number of applicants to the program who completed all application requirements and were interviewed for admission to the MSFT program.*
3. *Admitted Applicants: This count reflects the total number of applicants so the MSFT program who completed the application material, were interviewed and were invited to begin the program.*
4. *Cohort Count: This is the total number of students beginning in each cohort. Given an annual cohort start in August, the number matches the total number of students enrolled and attending the first course of the program, FMTH 503. Students who leave the program by program or student initiated withdrawal and return to a subsequent cohort remain in the cohort count of their original cohort group even if they complete a majority of the program with a subsequent cohort.*
5. *Total Graduates: This is the total number of students from each cohort who have graduated from the program with a posted degree regardless of time the degree was posted.*
6. *Total On-Time Graduates: The MSFT program is a posted 24 month program. Any student who is not completed with academic or clinical hours will not have a posted degree. To finish clinical hours, students must enroll in FMTH 691/692 to maintain their student status. This number is best determined by subtracting the total number of students enrolled in FMTH 691/FMTH 692 for a specific cohort from the total Cohort Count. For those rare situations where students have completed the clinical internship but have failed to complete an academic course such as for a medical leave, the graduation date will be determined by posted degree date. Any student who*

*does not complete all requirements by the final day of the program completion is not to be considered on time.*

7. *Exam Pass Rate: Program alumna are annually surveyed to inquire if they have sat for the national exam and records of exam activity are subsequently updated. In addition to reliance on graduate self-report, the MSFT Program will review the public licensure records available in Kansas and Missouri. Because a license in the field of Marriage and Family requires the applicant to pass the national exam, records of student with a license are updated to reflect their attempt to sit for the exam. The EXAM PASS RATE is determined by dividing the number of students who report passing the exam or who have a license in marriage and family therapy by the total number of students who sat for the exam.*
8. *Licensure Percentage Rate: Program alumna are annually surveyed to inquire if they have obtained either a restricted/limited license and/or an independent license to practice marriage and family therapy. The Licensure Percentage rate reflects the total number of graduates in each cohort who have obtained an independent license divided by the total cohort count beginning the program.*
9. *MFT Field Employment/Practice: Program alumna are annually surveyed to inquire if they have secured employment as a Marriage and Family Therapist or are self-employed as a Marriage and Family Therapist. The MFT Field Employment reflects the total number of graduates in each cohort who have obtained an independent license divided by the total number cohort count beginning the program.*
10. *AAMFT Membership: Program alumna are annually surveyed to inquire if they are currently members of the American Association for Marriage and Family Therapy. The AAMFT Membership percentage reflects the total number of graduates in each cohort who maintain AAMFT membership divided by the total number cohort count beginning the program.*
11. *Mental Health Employment: Program alumna are annually surveyed to inquire if they work in the field of mental health (assuming some may work in mental health in some form but not all will serve as an MFT). The Mental Health Employment reflects the total number of graduates in each cohort who have obtained an independent license divided by the total number cohort count beginning the program.*

### **Data Gathering**

#### *Program Goals Data Collection*

For each of the four primary program goals- interpersonal, theoretical, clinical and multicultural competency-, several key assessments derived from divergent sources include faculty, program supervisor, placement site supervisors, peers, student self-assessment and clinical learning assignments and/or exams are each standardized on a 100 points scale and a mean score for each student is derived. The mean scores of each program cohort are the reviewed in aggregate and reviewed for benchmark aggregate score. A key assessment survey asks the divergent groups to provide a 1-100 score from extremely incompetent to extremely competent. Assignments are converted to a 100 point scale.

1. Mean Interpersonal Competency Score from the following mean scores
  - a. Mean Program Faculty Global Assessment of Interpersonal Competency
  - b. Mean Program Supervisor Global Assessment of Interpersonal Competency
  - c. Mean Placement Site Supervisor Global Assessment of Interpersonal Competency
  - d. Mean Peer Global Assessment of Interpersonal Competency
  - e. Student Global Self-Assessment of Interpersonal Competency
  - f. Mean assessment of Student Portfolio or Clinical Internship Project Evidencing Interpersonal Competency
  
2. Mean Theoretical Competency Score from the following mean scores
  - a. Mean Program Faculty Global Assessment of Theoretical Competency
  - b. Mean Program Supervisor Global Assessment of Theoretical Competency
  - c. Mean Placement Site Supervisor Global Assessment of Theoretical Competency
  - d. Mean Peer Global Assessment of Theoretical Competency
  - e. Student Global Self-Assessment of Theoretical Competency
  - f. Mean assessment of Student Portfolio or Clinical Internship Project Evidencing Theoretical Competency
  - g. Score of Comprehensive Exam covering Theoretical Concepts
  
3. Mean Clinical Competency Score from the following mean scores
  - a. Mean Program Faculty Global Assessment of Clinical Competency
  - b. Mean Program Supervisor Global Assessment of Clinical Competency
  - c. Mean Placement Site Supervisor Global Assessment of Clinical Competency
  - d. Mean Peer Global Assessment of Clinical Competency
  - e. Student Global Self-Assessment of Clinical Competency
  - f. Mean assessment of Student Portfolio or Clinical Internship Project Evidencing Clinical Competency
  - g. Score of Jurisprudence Exam covering Kansas Licensure and Professional Conduct
  - h. FUTURE: Mean Client Feedback Score
  
4. Mean Multicultural Competency Score from the following mean scores
  - a. Mean Program Faculty Global Assessment of Multicultural Competency
  - b. Mean Program Supervisor Global Assessment of Multicultural Competency
  - c. Mean Placement Site Supervisor Global Assessment of Multicultural Competency
  - d. Mean Peer Global Assessment of Multicultural Competency
  - e. Student Global Self-Assessment of Multicultural Competency
  - f. Mean assessment of Student Portfolio or Multicultural Internship Project Evidencing Multicultural Competency

The individual scores for the cohort are aggregated and a mean score of the cohort for each program mean is determined. Benchmarks are determined by faculty at Quarterly Review. It is recommended that the mean for each program goal exceed 75 out of 100 as a reasonable goal and 90 as aspirational.

### *Student Learning Outcome Data Collection*

The primary source of Student Learning Outcome (SLO) assessment is the clinical internship process. The Clinical internship is divided into separate internship modules parallel to the program semester schedule. The internship is marked by the following course modules

- FMTH 693 Clinical Internship I
- FMTH 694 Clinical Internship II
- FMTH 695 Clinical Internship III
- FMTH 696 Clinical Internship IV
- FMTH 697 Clinical Internship V

Clinical Internship includes continued instruction of clinical practice and launches students into clinical practice. Beginning with FMTH 694 and at each subsequent internship completion, each student is evaluated by the program supervisor across all 16 of the program SLOs. The *Livertext* assessment tool is the *Clinical Internship Evaluation Rubric*. Each student is assessed on a five point scale between exceptional and lacking for each of the 16 SLOs. An aggregate score for the cohort for each SLO is determined at each Clinical Internship Evaluation Module. A general increase in aggregate student learning scores indicates student skill development and learning. The data is reviewed in quarterly review meetings and articulated in the final academic year assessment report for public review. The recommended mean cohort goal for each SLO is 4.0 on a 5.0 scale with 4.5 as an aspirational goal.

In 2017-2018, the MSFT shall endeavor to enhance the benchmarking process to identify a specific expected performance of each SLO at each measure. (Example: 70% of students evaluated in FMTH 694 will have a 2.5 or higher on SLO 1.1). The benchmark will utilize previous performance of the SLO across the summative module assessments and faculty determined expectancy of performance across various SLO's (Example: Forming therapeutic alliance may be a more basic skill than theoretical integration and may be more formative in clinical practice and thus will have a higher expectancy of scores). The MSFT program will also consider means to better capture formative bench marks inherent in course instruction for future development.

### *Student Progression and Achievement Data*

The MSFT program considers five gateways between student program consideration and alumna acquisition of an independent license. The include

1. Gateway One: Admission to the MSFT Program
2. Gateway Two: Advancement into the MSFT Program Internship
3. Gateway Three: Completion of all program requirements and degree acquisition
4. Gateway Four: Acquisition of limited license to practice
5. Gateway Five: Independent licensure and contribution to the field

At each gateway, the MSFT Program, particularly while the student in the program, endeavors to filter students through the MSFT program goals as assessed by a collage of assessors.

1. Gateway One: Application material, interviews, writing sample and group exercises are designed to assess basic readiness across the four learning goals.

2. Gateway Two: Fall Readiness Review and Clinical Internship Readiness review utilize program summative data to review adequate progression and development in four program areas with faculty, staff, student and peer summative assessments.
3. Gateway Three: Students complete the program with development in all four program areas. Enrollment through degree completion data is tracked and reviewed from university application, enrollment and degree completion data in university Banner system.
4. Gateway Four: Graduate Data is collected from Alumni Survey. Alumni assess their perception of their program training across the four program goals. Employer Satisfaction survey data also captures data reflecting employer satisfaction of graduate abilities across the four program goals.
5. Gateway Five: Graduate Data is collected from Alumni Survey. Alumni assess their perception of their program training across the four program goals. Employer Satisfaction survey data also captures data reflecting employer satisfaction of graduate abilities across the four program goals.

The Alumni Survey is administered near the end of the fall semester and/or in early January. This deployment will allow sufficient time for the data analysis and submission of the COAMFTE Annual Report in late January. The Alumni Survey secures names from alumni of supervisors to contact for the Employer Satisfaction Survey which is to be delivered in the Spring with an ideal launch in February. The Alumni Survey and the Employer Satisfaction survey shall also provide data on alumni experience of the adequacy of their training across the learning goals and outcomes as well as the resources in place for their learning. Consequently, the alumni survey aids progression data, continued assessment of primary goals, student learning outcomes and program functioning toward its goal of preparing students for licensure as a Marriage and Family Therapist. The Employer Satisfaction survey will endeavor this year to differentiate feedback of recent graduates and longer term graduates.

Cohort counts are made at gateway and decision points as follows

1. Count of Applicants
2. Count of Applicants Interviewed
3. Count of Interviewed Applicants Admitted
4. Count of Enrolled Admitted Applicants
5. Count of Enrolled student beginning Internship
6. Count of Enrolled completing degree on time
7. Count of Enrolled completing degree at all
8. Count of Graduates Sitting for National MFT Exam
9. Count of Graduates Passing the National Exam
10. Count of Graduates with Licensure

Recommended Benchmarks for Progression Data are as follows

Event	Recommend Benchmark	Aspirational
Count of Enrolled	Wichita: 30 Kansas City: 24	Wichita: 34 Kansas City: 28
Percentage Complete on Time	65%	75%
Percentage Complete Degree	70%	80%
Percentage Sit for Exam	50%	65%
Percentage of Exam takers Pass	90%	100%
Percentage Licensed	40%	60%

### Program Functioning Assessment

#### Program Director Assessment

During the academic year, ideally in May, a Program Director Evaluation, developed by the MSFT Program and administered by the Office of Institutional Research is provided to current students, faculty/staff/supervisors and to university administration with some modifications of assessment relevant to the respondent pool. Respondents are requested to assess the Program Director competency on a 100 point scale between Strongly Agree and Strongly Disagree in:

1. Reflecting the Mission of the University
2. Reflecting the Mission of the MSFT Program
3. Displaying Interpersonal Competency (as already defined)
4. Displaying Theoretical Competency (as already defined)
5. Displaying Clinical Competency (as already defined)
6. Displaying Inclusiveness and Multicultural Sensitivity (as already defined)
7. Assuring sufficient physical resources
8. Assuring competency part time faculty
9. Communicating information related to COAMFTE accreditation
10. Proving accessible and responsive
11. Overall satisfaction
12. Comments for strengths and improvement areas

## Clinical Director Assessment

During the academic year, ideally in May, a Clinical Director Evaluation, developed by the MSFT Program and administered by the Office of Institutional Research is provided to current students, faculty/staff/supervisors and to university administration with some modifications of assessment relevant to the respondent pool. Respondents are requested to assess the Clinical Director competency on a 100 point scale between Strongly Agree and Strongly Disagree in:

1. Reflecting the Mission of the University
2. Reflecting the Mission of the MSFT Program
3. Providing effective leadership of the clinical internship delivery
4. Communicating effectively with supervisors
5. Communicating effectively with staff and faculty
6. Ensuring clinical supervisors are adequately trained in FEM, LIVETEXT and other assessment management systems
7. Being a reliable administrative leader overseeing policies and procedures related to the clinical internship as described in the Clinical Training Handbook
8. Being accessible to students, staff, faculty and administration
9. Responding timely to students, staff and administrative needs
10. Displaying a high interpersonal competence necessary as the primary faculty leader of the Clinical Internship
11. Carefully organizing and leading the monthly scheduled MSFT Clinical meeting for program supervisors and support personnel
12. Ensuring qualified clinical supervisor readiness, including recruitment and orientation to the program expectations, Clinical Training Handbook, Livetext rubrics and the internship evaluation process.
13. Being aware and sensitive to issues of diversity.
14. Adequately preparing students to utilize the Clinical Training Handbook
15. Responding appropriately to concerns regarding student intern performance during the Clinical Training Internship.
16. Responding appropriately to concerns regarding placement site issues.
17. Ensuring the MSFT program maintains and adequate number of quality placement sites.
18. Responding appropriately to student concerns
19. Displaying behavior “meriting the public trust”

## *Faculty/Part time Instructor Assessment*

At the conclusion of each course, students complete a course evaluation through the IDEA course assessment. Friends University has transitioned this evaluation from paper and pencil to on-line completion. The transition to on-line administration has left gaps in the course evaluation structure and the MSFT program remains dependent upon university structures for completion of this data. The IDEA allows for student evaluation. The IDEA assesses twelve different learning objectives which the instructor may also designate as emphasized in the course including

1. Gaining factual knowledge
2. Learning fundamental principles, generalizations, or theories
3. Learning to *apply* course material
4. Developing specific skill in working with others as members of a team
5. Acquiring skills in working with others as member of a team
6. Developing creative capacities

7. Gaining a broader understanding and appreciation of intellectual/cultural activity
8. Developing skill in expressing self orally or in writing
9. Learning how to find and use resources for answering questions and solving problems
10. Developing a clear understanding and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments and points of view
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

The data allows for comparison with the program, the institution and the IDEA system as a whole. The assessment also provides overall ratings for the course instructor including

1. Progress on Relevant Objectives: This is a five point scale on the instructor success on the relevant objectives (described above) utilized for the course.
2. Excellent Teacher. This is a five point scale assessing the excellence of the instructor as a teacher.
3. Excellent Course. This is a five point scale assessment the excellence of the specific course
4. Summary Evaluation. This is a five point scale assessing the overall satisfaction of the course.

#### *Term 1/Term 4 Assessment*

Students are asked to complete a survey of their experience at the conclusion of their first semester and again at the end of the program. Students are asked to offer evaluation on a five point scale from Strongly Disagree to Strongly Agree on various topics with specific questions for each topic. Topics include

1. The university mission and purpose
2. The university support services
3. Facilities and resources
4. The MSFT Catalog Information
5. The MSFT Curriculum and Content
6. Academic Instruction
7. MSFT Clinical Training
8. MSFT Full Time Faculty
9. MSFT Part Time Faculty
10. MSFT Administration

#### *Student Therapist Evaluation of Dyadic and Group Supervision*

At the end of each clinical internship series, students complete a brief survey of their clinical supervision experience assessing on a 1-5 scaled from Strongly Agree to Strongly Disagree

1. Learning Experience
2. Safe Learning Environment
3. Supervisor was prepared and punctual
4. Supervisor encouraged and assisted my learning
5. Supervisor provided adequate direction
6. Audio/video data was used in a positive manner
7. Live supervision was positive experience
8. Supervision partner worked well
9. Supervision partner developed positive working experience

## **Data Review**

Four times per year, the MSFT program faculty hold a Quarterly Review meeting. During these quarterly review meetings, two primary elements of concern are addressed. First, the review shall involve a review of current data informing program achievement, advancement of student learning and program functioning. Second, the review include a discussion of how well the assessment processes appear to be functioning and a consideration of additional data for informing program improvement might be developed.

Data related to program outcomes, student learning outcomes and student learning are to be made public. The MSFT Program website shall link Student Achievement Criteria for public review and data points shall be included in the Public Program Portfolio. Ideally, at the end of each academic year, a document shall be created reviewing program data for the year. Given degree completion data is not available until August, this report will need to be reviewed and updated.

Data results are also shared with the Program Advisory Board for comment and feedback and with the Student Advising Committee for comment and feedback.

## **Summary**

The assessment plan is endeavoring to provide a “360” kind of evaluation of student learning of primary learning goals and specific achievement of all 16 student learning objectives measured primarily in summative and aggregate format though the clinical internship. A next step of assessment development will be the monitoring of “formative” benchmarks of measures of student learning of SLO’s across the curriculum map.

Several other measures shall endeavor to review program functioning and performance which utilizes TERM 1/TERM 4 survey, Alumni Survey, Employer Satisfaction Survey, Program Director Survey, Clinical Director Survey, IDEA measures and Supervisor Evaluation surveys and as well as resource/budgeting data.

Student Learning Outcome	ICT 694-	KC 694-	ICT 694-	KC 694-	694	ICT 695-	ICT 695-			ICT 696-					ICT 697-49	KC 697-50	ICT 697-51	KC 697-52	697 Mean	
	49	50	51	52	Mean	49	KC 695-50	51	KC 695-52	695 Mean	ICT 696-49	KC 696-50	51	KC 696-52	696 Mean					
1.1 Awareness and regulation of self	3.034	3.304	3.375	3	<b>3.18</b>	4.107	4.12	3.867	3.632	<b>3.93</b>	4.469	4.24	4.286	4.263	<b>4.31</b>	4.889	4.333	4.815	4.571	<b>4.65</b>
1.2 Awareness and regulation of self in interaction	3	3.174	3.188	2.85	<b>3.05</b>	4	4	3.833	3.526	<b>3.84</b>	4.469	4.16	4.286	4.158	<b>4.27</b>	4.704	4.208	4.815	4.524	<b>4.56</b>
1.3 Ability to promote therapeutic alliance	3.31	3.652	3.375	3.2	<b>3.38</b>	4.286	4.44	4	4	<b>4.18</b>	4.594	4.84	4.536	4.526	<b>4.62</b>	4.889	4.792	4.852	4.857	<b>4.85</b>
1.4 Ability to use therapeutic influence constructively	2.793	3.217	3.125	2.8	<b>2.98</b>	4.036	4.12	3.767	3.684	<b>3.90</b>	4.406	4.44	4.25	4.053	<b>4.29</b>	4.704	4.375	4.667	4.286	<b>4.51</b>
2.1 Understand relevant conceptual knowledge	2.793	3.087	2.906	2.9	<b>2.92</b>	3.929	3.92	3.567	3.684	<b>3.78</b>	4.094	4.24	4.25	4.053	<b>4.16</b>	4.63	4.292	4.556	4	<b>4.37</b>
2.2 Application of relevant conceptual knowledge	2.828	2.826	2.688	2.65	<b>2.75</b>	3.643	3.72	3.367	3.421	<b>3.54</b>	3.938	4.04	4.179	3.947	<b>4.03</b>	4.296	4.125	4.444	3.952	<b>4.20</b>
2.3 Synthesize multiple conceptual frameworks	2.552	2.478	2.781	2.55	<b>2.89</b>	3.5	3.6	3.267	3.158	<b>3.38</b>	3.844	4	4.036	3.895	<b>3.94</b>	4.296	4.083	4.444	3.857	<b>4.17</b>
3.1 Initiate & assess treatment needed	2.793	3.043	3.125	2.9	<b>2.97</b>	3.929	4.2	3.6	3.368	<b>3.77</b>	4.219	4.48	4.143	4	<b>4.21</b>	4.778	4.417	4.444	4.571	<b>4.55</b>
3.2 Plan research/theory informed intervention	2.621	2.565	2.806	2.4	<b>2.60</b>	3.893	3.68	3.5	3.474	<b>3.64</b>	3.938	4.04	4.214	3.947	<b>4.03</b>	4.63	4.292	4.556	4.286	<b>4.44</b>
3.3 Facilitate research/theory informed intervention	2.621	2.609	2.724	2.45	<b>2.60</b>	3.75	3.76	3.467	3.158	<b>3.53</b>	3.875	4.12	4.143	3.947	<b>4.02</b>	4.519	4.167	4.481	3.952	<b>4.28</b>
3.4 Evaluate progress and complete treatment	2.72	2.773	3	2.45	<b>2.74</b>	3.704	3.8	3.4	3	<b>3.48</b>	4.161	4.2	4.107	4.053	<b>4.13</b>	4.704	4.333	4.519	4.333	<b>4.47</b>
3.5 Utilize supervision and professional collaboration	3.655	3.826	3.839	3.6	<b>3.73</b>	4.571	4.44	4.167	4.421	<b>4.40</b>	4.781	4.72	4.607	4.684	<b>4.70</b>	4.926	4.708	4.852	4.857	<b>4.84</b>
3.6 Follow legal, ethical and professional standards	3.69	3.565	3.781	3.55	<b>3.65</b>	4.429	4.68	4.133	4.421	<b>4.42</b>	4.781	4.8	4.75	4.737	<b>4.77</b>	4.889	4.667	4.778	4.857	<b>4.80</b>
4.1 Recognition of contextual dynamics	3.138	3.304	3.062	2.9	<b>3.10</b>	3.964	4.32	3.933	3.947	<b>4.04</b>	4.406	4.56	4.429	4.421	<b>4.45</b>	4.926	4.542	4.889	4.667	<b>4.76</b>
4.2 Constructive response to difference	3.241	3.261	3.188	2.9	<b>3.15</b>	4.143	4.4	4	3.684	<b>4.06</b>	4.562	4.56	4.393	4.526	<b>4.51</b>	4.889	4.625	4.815	4.619	<b>4.74</b>
4.3 Respect and sensitivity to cultural difference	3.138	3.391	3.344	2.9	<b>3.19</b>	4.179	4.4	4	3.737	<b>4.08</b>	4.594	4.56	4.464	4.526	<b>4.54</b>	4.963	4.75	4.815	4.714	<b>4.81</b>
					<b>3.04</b>					<b>3.87</b>					<b>4.31</b>					<b>4.56</b>

Wichita												
Student Learning Outcome	ICT 694-	ICT 694-	694	ICT 695-	ICT 695-	695 Mean	ICT 696-49	ICT 696-	696 Mean	ICT 697-49	ICT 697-51	697 Mean
	49	51	Mean	49	51			51				
1.1 Awareness and regulation of self	3.034	3.375	<b>3.20</b>	4.107	3.867	<b>3.99</b>	4.469	4.286	<b>4.38</b>	4.889	4.815	<b>4.85</b>
1.2 Awareness and regulation of self in interaction	3	3.188	<b>3.09</b>	4	3.833	<b>3.92</b>	4.469	4.286	<b>4.38</b>	4.704	4.815	<b>4.76</b>
1.3 Ability to promote therapeutic alliance	3.31	3.375	<b>3.34</b>	4.286	4	<b>4.14</b>	4.594	4.536	<b>4.57</b>	4.889	4.852	<b>4.87</b>
1.4 Ability to use therapeutic influence constructively	2.793	3.125	<b>2.96</b>	4.036	3.767	<b>3.90</b>	4.406	4.25	<b>4.33</b>	4.704	4.667	<b>4.69</b>
2.1 Understand relevant conceptual knowledge	2.793	2.906	<b>2.85</b>	3.929	3.567	<b>3.75</b>	4.094	4.25	<b>4.17</b>	4.63	4.556	<b>4.59</b>
2.2 Application of relevant conceptual knowledge	2.828	2.688	<b>2.76</b>	3.643	3.367	<b>3.51</b>	3.938	4.179	<b>4.06</b>	4.296	4.444	<b>4.37</b>
2.3 Synthesize multiple conceptual frameworks	2.552	2.781	<b>2.67</b>	3.5	3.267	<b>3.38</b>	3.844	4.036	<b>3.94</b>	4.296	4.444	<b>4.37</b>
3.1 Initiate & assess treatment needed	2.793	3.125	<b>2.96</b>	3.929	3.6	<b>3.76</b>	4.219	4.143	<b>4.18</b>	4.778	4.444	<b>4.61</b>
3.2 Plan research/theory informed intervention	2.621	2.806	<b>2.71</b>	3.893	3.5	<b>3.70</b>	3.938	4.214	<b>4.08</b>	4.63	4.556	<b>4.59</b>
3.3 Facilitate research/theory informed intervention	2.621	2.724	<b>2.67</b>	3.75	3.467	<b>3.61</b>	3.875	4.143	<b>4.01</b>	4.519	4.481	<b>4.50</b>
3.4 Evaluate progress and complete treatment	2.72	3	<b>2.86</b>	3.704	3.4	<b>3.55</b>	4.161	4.107	<b>4.13</b>	4.704	4.519	<b>4.61</b>
3.5 Utilize supervision and professional collaboration	3.655	3.839	<b>3.75</b>	4.571	4.167	<b>4.37</b>	4.781	4.607	<b>4.69</b>	4.926	4.852	<b>4.89</b>
3.6 Follow legal, ethical and professional standards	3.69	3.781	<b>3.74</b>	4.429	4.133	<b>4.28</b>	4.781	4.75	<b>4.77</b>	4.889	4.778	<b>4.83</b>
4.1 Recognition of contextual dynamics	3.138	3.062	<b>3.10</b>	3.964	3.933	<b>3.95</b>	4.406	4.429	<b>4.42</b>	4.926	4.889	<b>4.91</b>
4.2 Constructive response to difference	3.241	3.188	<b>3.21</b>	4.143	4	<b>4.07</b>	4.562	4.393	<b>4.48</b>	4.889	4.815	<b>4.85</b>
4.3 Respect and sensitivity to cultural difference	3.138	3.344	<b>3.24</b>	4.179	4	<b>4.09</b>	4.594	4.464	<b>4.53</b>	4.963	4.815	<b>4.89</b>

Kansas City												
Student Learning Outcome	KC 694-	KC 694-	694	ICT 695-	ICT 695-	695 Mean	ICT 696-49	ICT 696-	696 Mean	ICT 697-49	ICT 697-51	697 Mean
	50	52	Mean	49	51			51				
1.1 Awareness and regulation of self	3.304	3	<b>3.15</b>	4.107	3.867	<b>3.99</b>	4.469	4.286	<b>4.38</b>	4.889	4.815	<b>4.85</b>
1.2 Awareness and regulation of self in interaction	3.174	2.85	<b>3.01</b>	4	3.833	<b>3.92</b>	4.469	4.286	<b>4.38</b>	4.704	4.815	<b>4.76</b>
1.3 Ability to promote therapeutic alliance	3.652	3.2	<b>3.43</b>	4.286	4	<b>4.14</b>	4.594	4.536	<b>4.57</b>	4.889	4.852	<b>4.87</b>
1.4 Ability to use therapeutic influence constructively	3.217	2.8	<b>3.01</b>	4.036	3.767	<b>3.90</b>	4.406	4.25	<b>4.33</b>	4.704	4.667	<b>4.69</b>
2.1 Understand relevant conceptual knowledge	3.087	2.9	<b>2.99</b>	3.929	3.567	<b>3.75</b>	4.094	4.25	<b>4.17</b>	4.63	4.556	<b>4.59</b>
2.2 Application of relevant conceptual knowledge	2.826	2.65	<b>2.74</b>	3.643	3.367	<b>3.51</b>	3.938	4.179	<b>4.06</b>	4.296	4.444	<b>4.37</b>
2.3 Synthesize multiple conceptual frameworks	2.478	2.55	<b>2.51</b>	3.5	3.267	<b>3.38</b>	3.844	4.036	<b>3.94</b>	4.296	4.444	<b>4.37</b>
3.1 Initiate & assess treatment needed	3.043	2.9	<b>2.97</b>	3.929	3.6	<b>3.76</b>	4.219	4.143	<b>4.18</b>	4.778	4.444	<b>4.61</b>
3.2 Plan research/theory informed intervention	2.565	2.4	<b>2.48</b>	3.893	3.5	<b>3.70</b>	3.938	4.214	<b>4.08</b>	4.63	4.556	<b>4.59</b>
3.3 Facilitate research/theory informed intervention	2.609	2.45	<b>2.53</b>	3.75	3.467	<b>3.61</b>	3.875	4.143	<b>4.01</b>	4.519	4.481	<b>4.50</b>
3.4 Evaluate progress and complete treatment	2.773	2.45	<b>2.61</b>	3.704	3.4	<b>3.55</b>	4.161	4.107	<b>4.13</b>	4.704	4.519	<b>4.61</b>
3.5 Utilize supervision and professional collaboration	3.826	3.6	<b>3.71</b>	4.571	4.167	<b>4.37</b>	4.781	4.607	<b>4.69</b>	4.926	4.852	<b>4.89</b>
3.6 Follow legal, ethical and professional standards	3.565	3.55	<b>3.56</b>	4.429	4.133	<b>4.28</b>	4.781	4.75	<b>4.77</b>	4.889	4.778	<b>4.83</b>
4.1 Recognition of contextual dynamics	3.304	2.9	<b>3.10</b>	3.964	3.933	<b>3.95</b>	4.406	4.429	<b>4.42</b>	4.926	4.889	<b>4.91</b>
4.2 Constructive response to difference	3.261	2.9	<b>3.08</b>	4.143	4	<b>4.07</b>	4.562	4.393	<b>4.48</b>	4.889	4.815	<b>4.85</b>
4.3 Respect and sensitivity to cultural difference	3.391	2.9	<b>3.15</b>	4.179	4	<b>4.09</b>	4.594	4.464	<b>4.53</b>	4.963	4.815	<b>4.89</b>

		Benchmark for FMTH 694
Student Learning Outcome		
1.1 Awareness and regulation of self	3.18	70% of all students will be above 2.68 and 50% will be above 2.93 (Example)
1.2 Awareness and regulation of self in interaction	3.05	
1.3 Ability to promote therapeutic alliance	3.38	
1.4 Ability to use therapeutic influence constructively	2.98	
2.1 Understand relevant conceptual knowledge	2.92	
2.2 Application of relevant conceptual knowledge	2.75	
2.3 Synthesize multiple conceptual frameworks	2.59	
3.1 Initiate & assess treatment needed	2.97	
3.2 Plan research/theory informed intervention	2.60	
3.3 Facilitate research/theory informed intervention	2.60	
3.4 Evaluate progress and complete treatment	2.74	
3.5 Utilize supervision and professional collaboration	3.73	
3.6 Follow legal, ethical and professional standards	3.65	
4.1 Recognition of contextual dynamics	3.10	
4.2 Constructive response to difference	3.15	
4.3 Respect and sensitivity to cultural difference	3.19	

		Benchmark for FMTH 695
Student Learning Outcome		
1.1 Awareness and regulation of self	3.93	70% of all students will be above 3.4 and 50% will be above 3.68 (Example)
1.2 Awareness and regulation of self in interaction	3.84	
1.3 Ability to promote therapeutic alliance	4.18	
1.4 Ability to use therapeutic influence constructively	3.90	
2.1 Understand relevant conceptual knowledge	3.78	
2.2 Application of relevant conceptual knowledge	3.54	
2.3 Synthesize multiple conceptual frameworks	3.38	
3.1 Initiate & assess treatment needed	3.77	
3.2 Plan research/theory informed intervention	3.64	
3.3 Facilitate research/theory informed intervention	3.53	
3.4 Evaluate progress and complete treatment	3.48	
3.5 Utilize supervision and professional collaboration	4.40	
3.6 Follow legal, ethical and professional standards	4.42	
4.1 Recognition of contextual dynamics	4.04	
4.2 Constructive response to difference	4.06	
4.3 Respect and sensitivity to cultural difference	4.08	

		Benchmark for FMTH 696
Student Learning Outcome		
1.1 Awareness and regulation of self	4.31	70% of all students will be above 3.81 and 50% will be above 4.06 (Example)
1.2 Awareness and regulation of self in interaction	4.27	
1.3 Ability to promote therapeutic alliance	4.62	
1.4 Ability to use therapeutic influence constructively	4.29	
2.1 Understand relevant conceptual knowledge	4.16	
2.2 Application of relevant conceptual knowledge	4.03	
2.3 Synthesize multiple conceptual frameworks	3.94	
3.1 Initiate & assess treatment needed	4.21	
3.2 Plan research/theory informed intervention	4.03	
3.3 Facilitate research/theory informed intervention	4.02	
3.4 Evaluate progress and complete treatment	4.13	
3.5 Utilize supervision and professional collaboration	4.70	
3.6 Follow legal, ethical and professional standards	4.77	
4.1 Recognition of contextual dynamics	4.45	
4.2 Constructive response to difference	4.51	
4.3 Respect and sensitivity to cultural difference	4.54	

		Benchmark for FMTH 697
<b>Student Learning Outcome</b>		
1.1 Awareness and regulation of self	4.65	70% of all students will be above 4.25 and 50% will be above 4.50 (Example)
1.2 Awareness and regulation of self in interaction	4.56	
1.3 Ability to promote therapeutic alliance	4.85	
1.4 Ability to use therapeutic influence constructively	4.51	
2.1 Understand relevant conceptual knowledge	4.37	
2.2 Application of relevant conceptual knowledge	4.20	
2.3 Synthesize multiple conceptual frameworks	4.17	
3.1 Initiate & assess treatment needed	4.55	
3.2 Plan research/theory informed intervention	4.44	
3.3 Facilitate research/theory informed intervention	4.28	
3.4 Evaluate progress and complete treatment	4.47	
3.5 Utilize supervision and professional collaboration	4.84	
3.6 Follow legal, ethical and professional standards	4.80	
4.1 Recognition of contextual dynamics	4.76	
4.2 Constructive response to difference	4.74	
4.3 Respect and sensitivity to cultural difference	4.33	

Scoring for the FMTH 694/695/696/697 Clinical Competency Scores determined by dividing total score by a score associated with the module (FMTH 694 - 40, FMTH 695 - 56, FMTH 696 - 72, FMTH 697 - 80) and then multiplying by 100. Should these module scores be reevaluated based upon bench mark expectations and past performance.

Student Learning Outcome	Mean Scores across both sites 2016-2018				Faculty Determined Expecations of SLO's across internship			
	694	695	696	697	694	695	696	697
1.1 Awareness and regulation of self	3.18	3.93	4.31	4.65				
1.2 Awareness and regulation of self in interaction	3.05	3.84	4.27	4.56				
1.3 Ability to promote therapeutic alliance	3.38	4.18	4.62	4.85				
1.4 Ability to use therapeutic influence constructively	2.98	3.90	4.29	4.51				
2.1 Understand relevant conceptual knowledge	2.92	3.78	4.16	4.37				
2.2 Application of relevant conceptual knowledge	2.75	3.54	4.03	4.20				
2.3 Synthesize multiple conceptual frameworks	2.59	3.38	3.94	4.17				
3.1 Initiate & assess treatment needed	2.97	3.77	4.21	4.55				
3.2 Plan research/theory informed intervention	2.60	3.64	4.03	4.44				
3.3 Facilitate research/theory informed intervention	2.60	3.53	4.02	4.28				
3.4 Evaluate progress and complete treatment	2.74	3.48	4.13	4.47				
3.5 Utilize supervision and professional collaboration	3.73	4.40	4.70	4.84				
3.6 Follow legal, ethical and professional standards	3.65	4.42	4.77	4.80				
4.1 Recognition of contextual dynamics	3.10	4.04	4.45	4.76				
4.2 Constructive response to difference	3.15	4.06	4.51	4.74				
<b>Total Sum of SLO's</b>	45.38	57.88	64.45	68.19				
<b>(Mean score/5*80)</b>	48.41	61.74	68.75	72.73				
Current Total Expected for Modual Assessment	40	56	72	80				

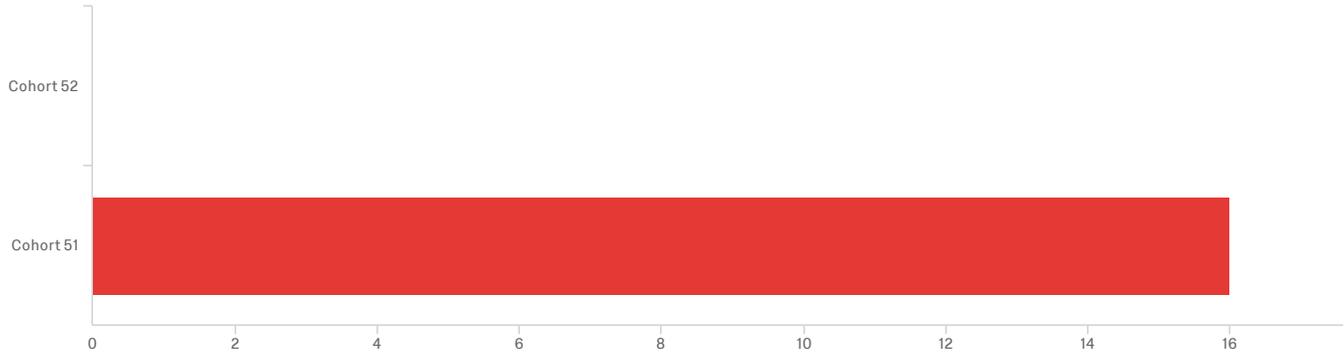
# APPENDIX B

# Cohort 51

Diversity Experience 2018

January 15, 2019 11:53 AM MST

## Q17 - I am a member of



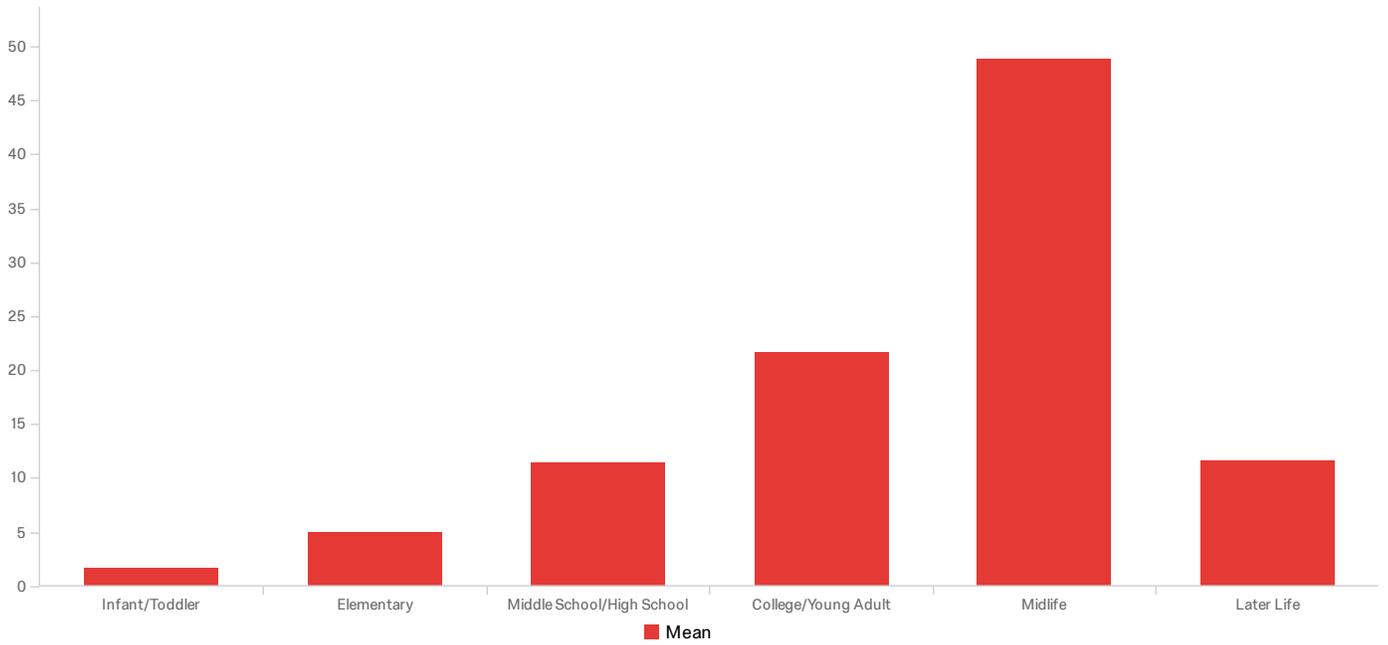
#	Field	Choice Count
1	Cohort 52	0.00% 0
2	Cohort 51	100.00% 16

16

Showing rows 1 - 3 of 3

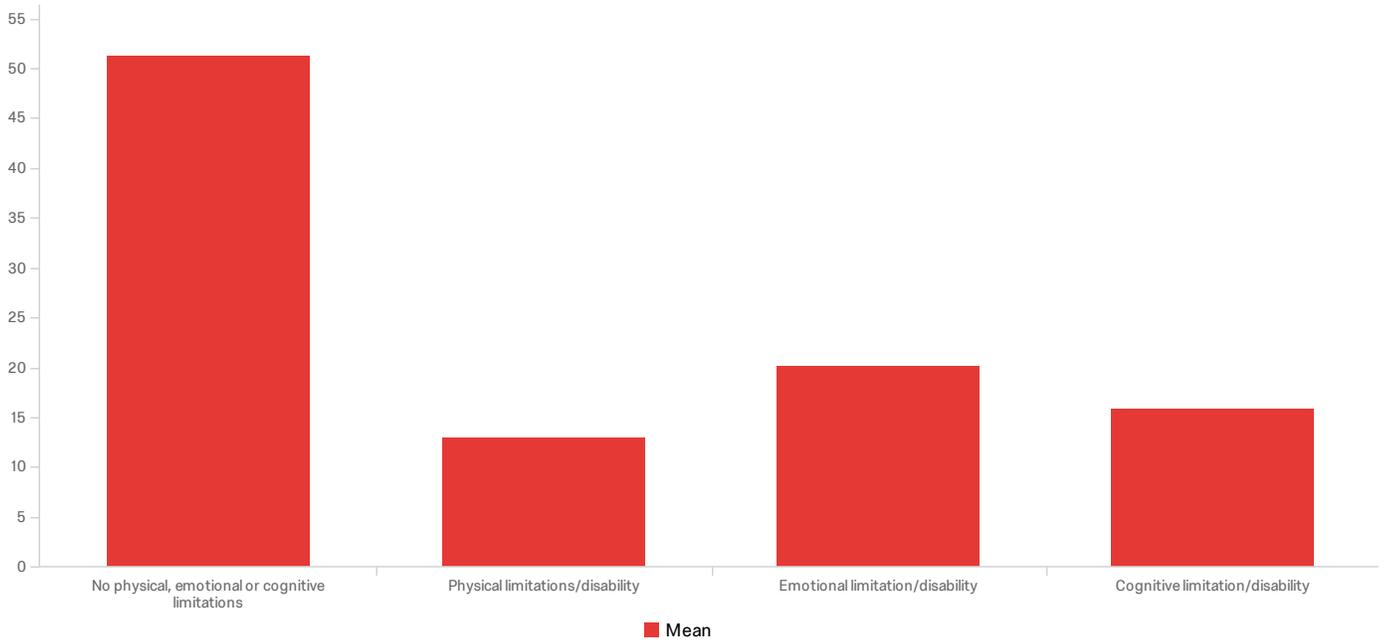
Q2 - Please estimate the percentage of clients you have experienced from each age

group. Must total 100%



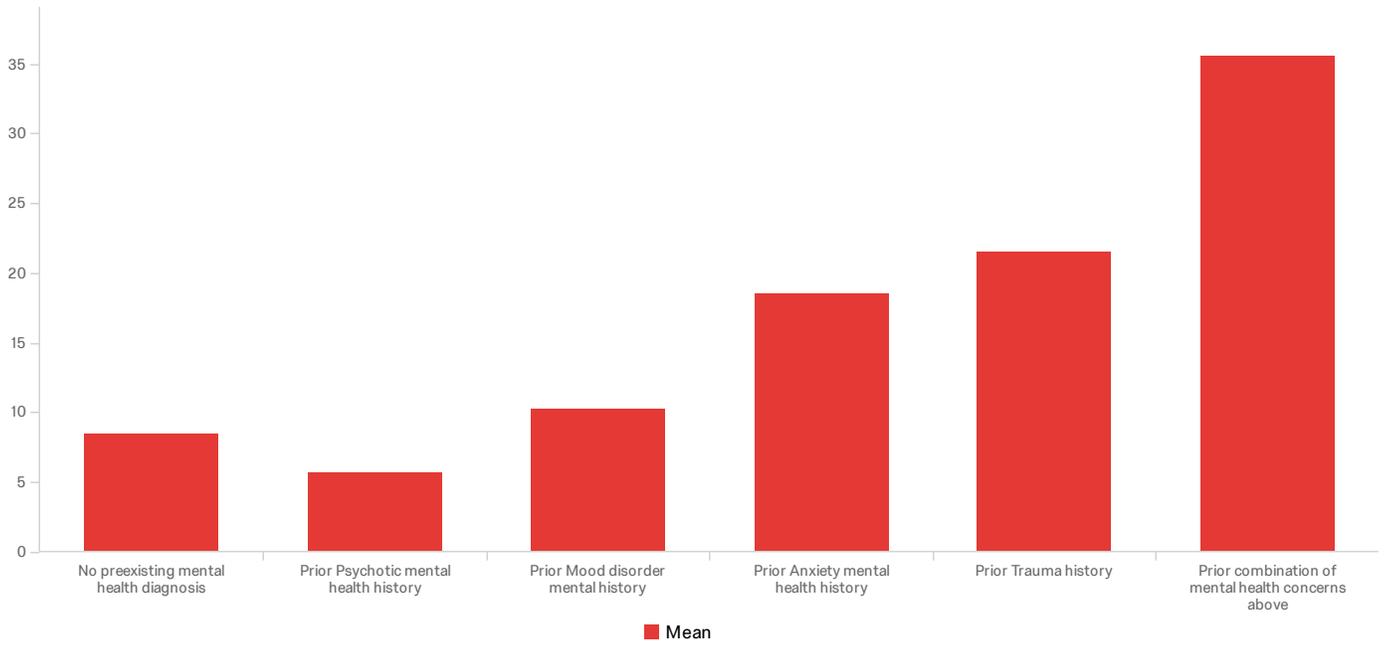
Q5 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



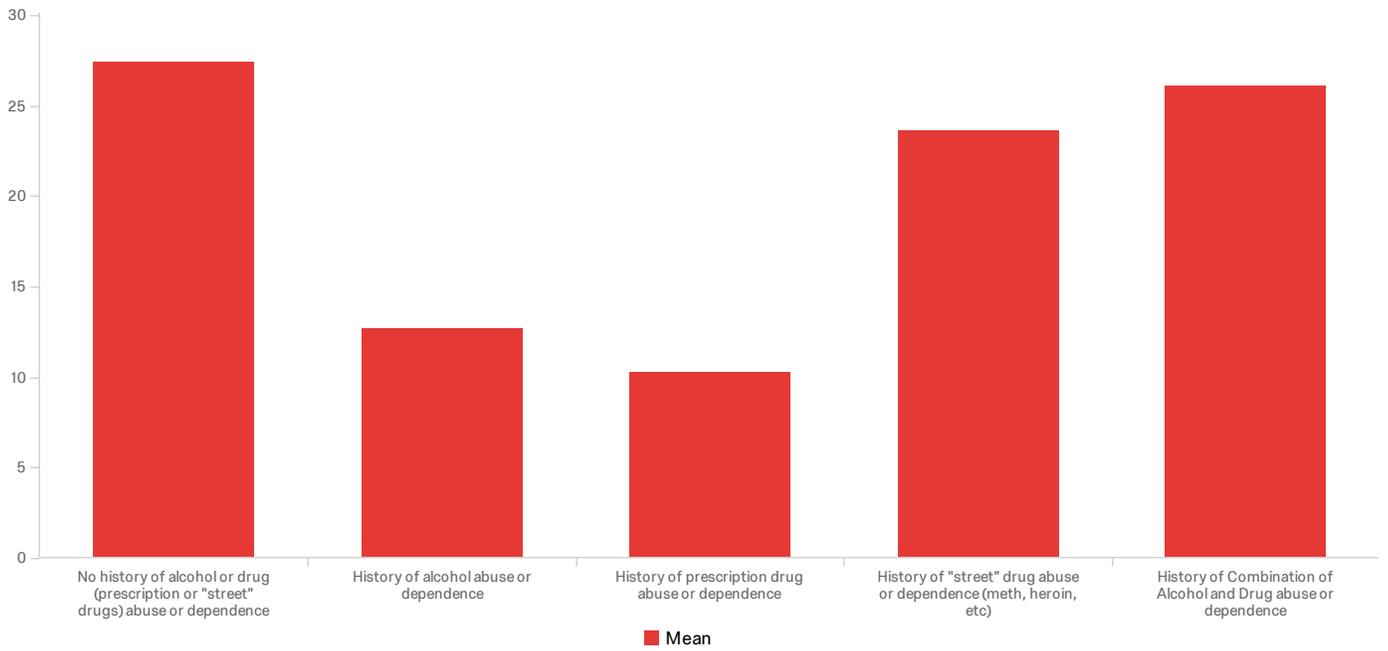
Q6 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



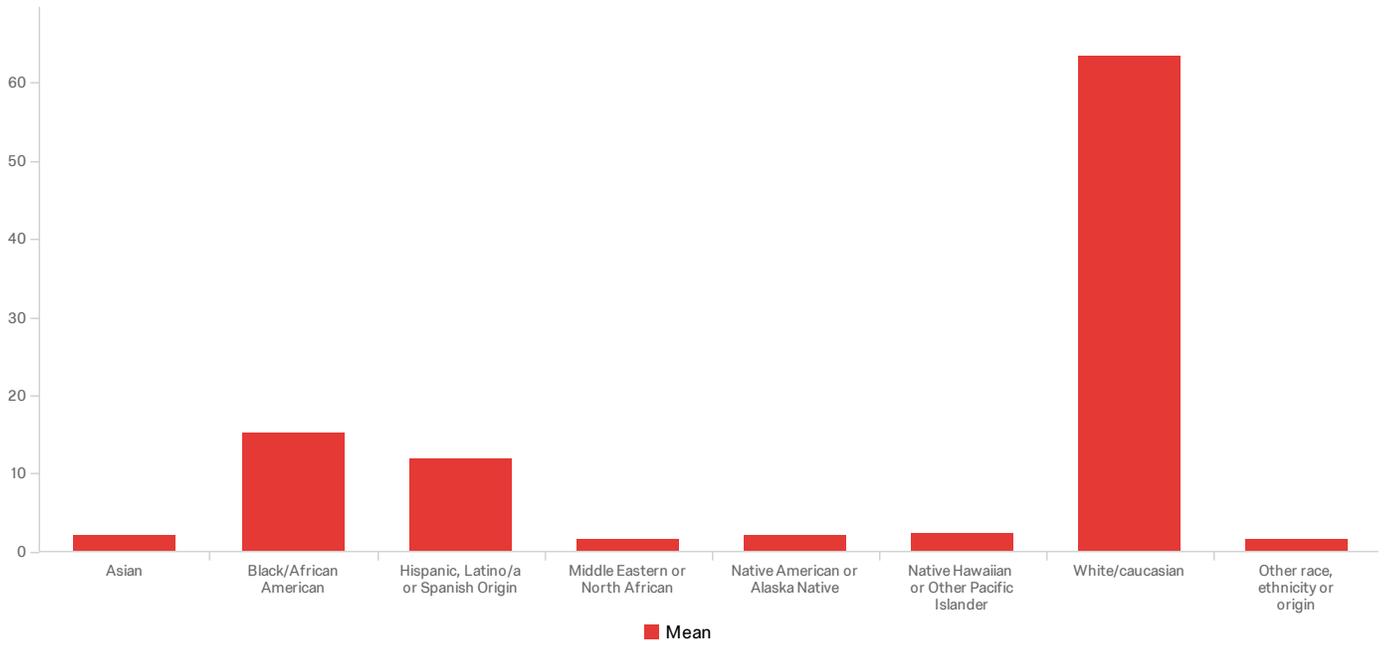
Q7 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



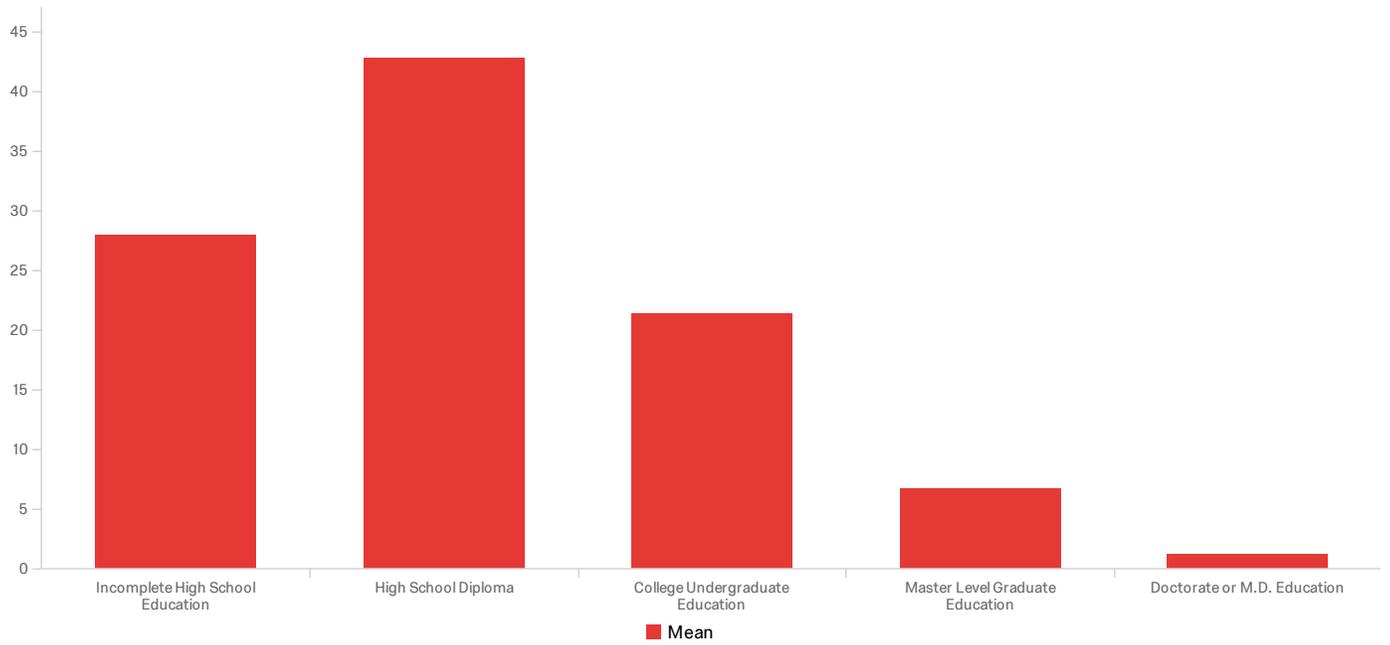
Q8 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



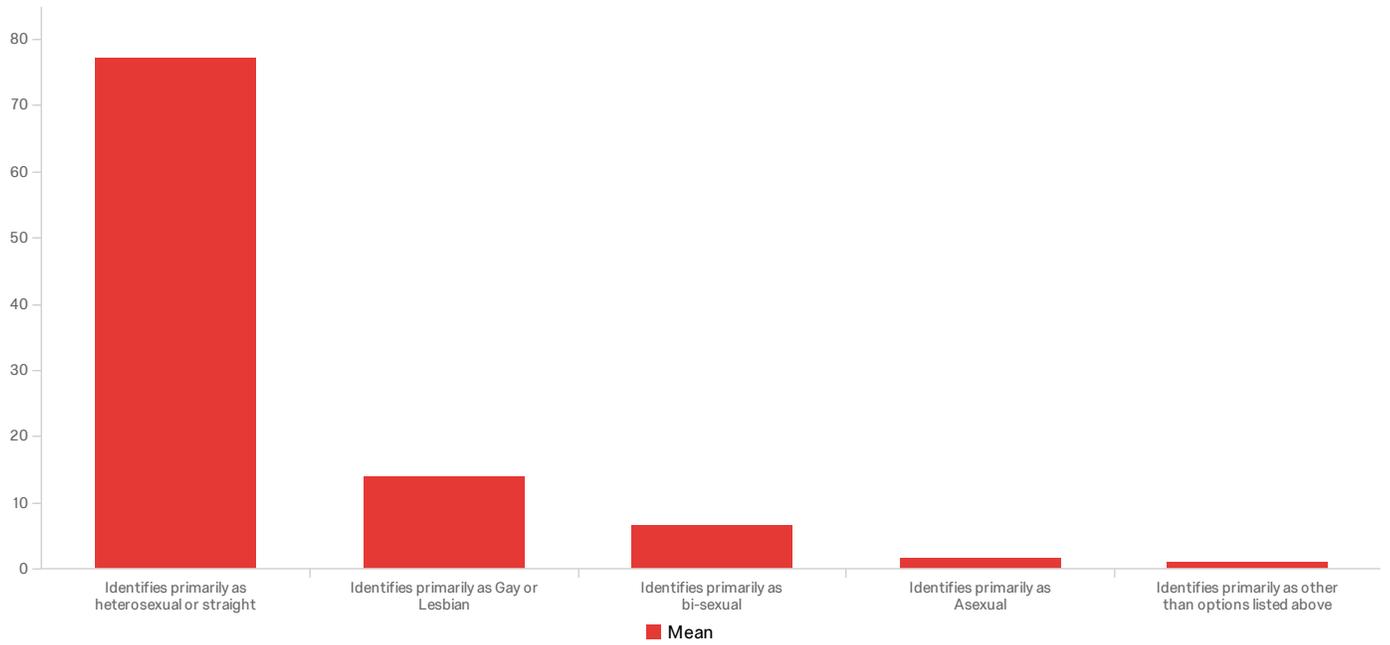
Q9 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



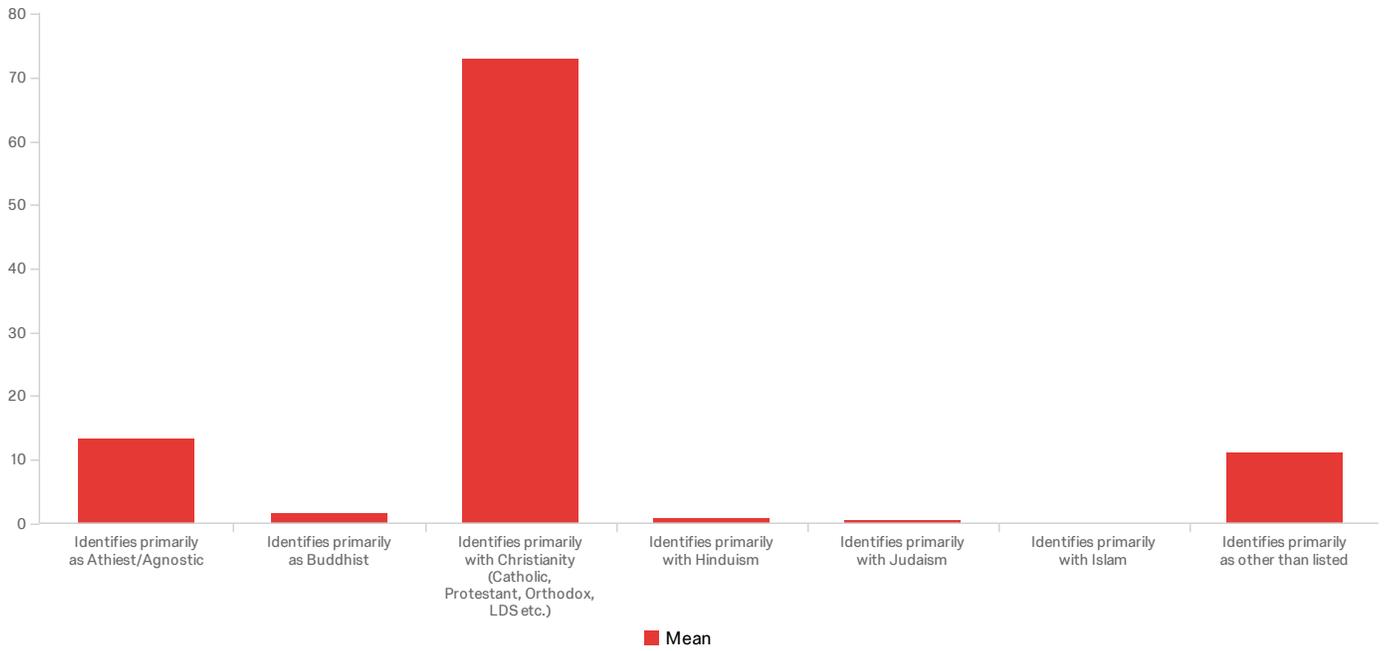
Q10 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



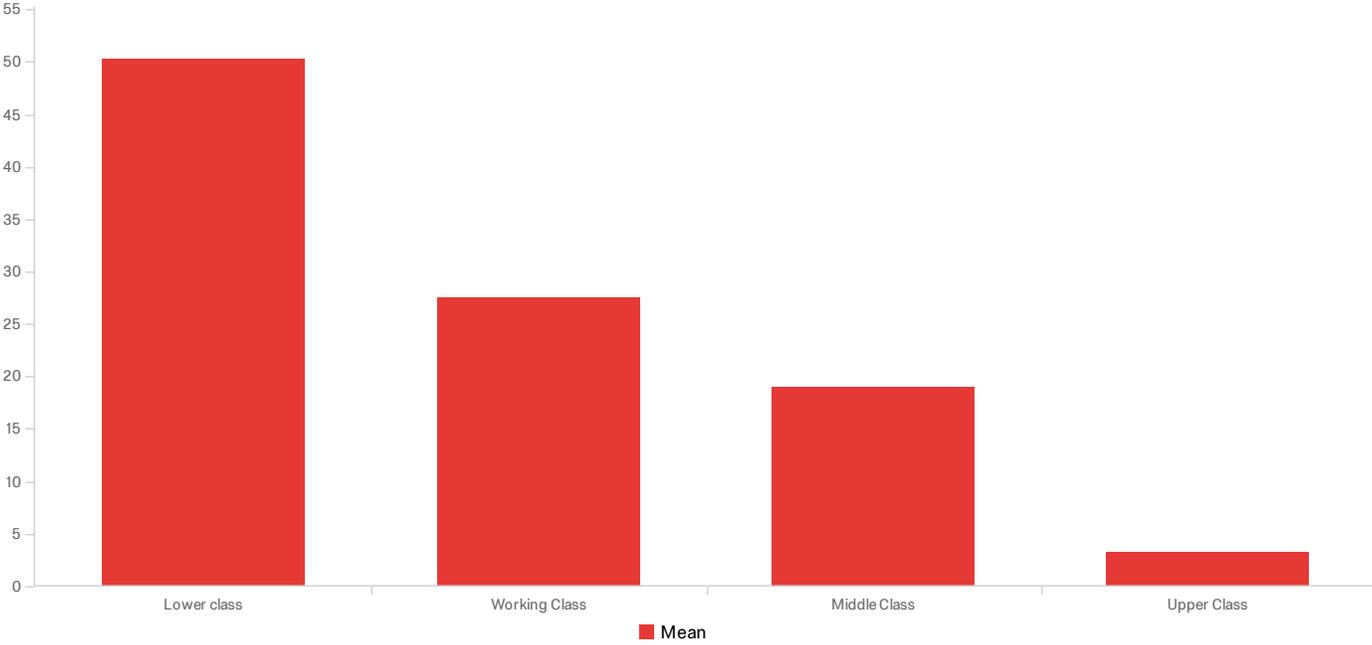
Q11 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



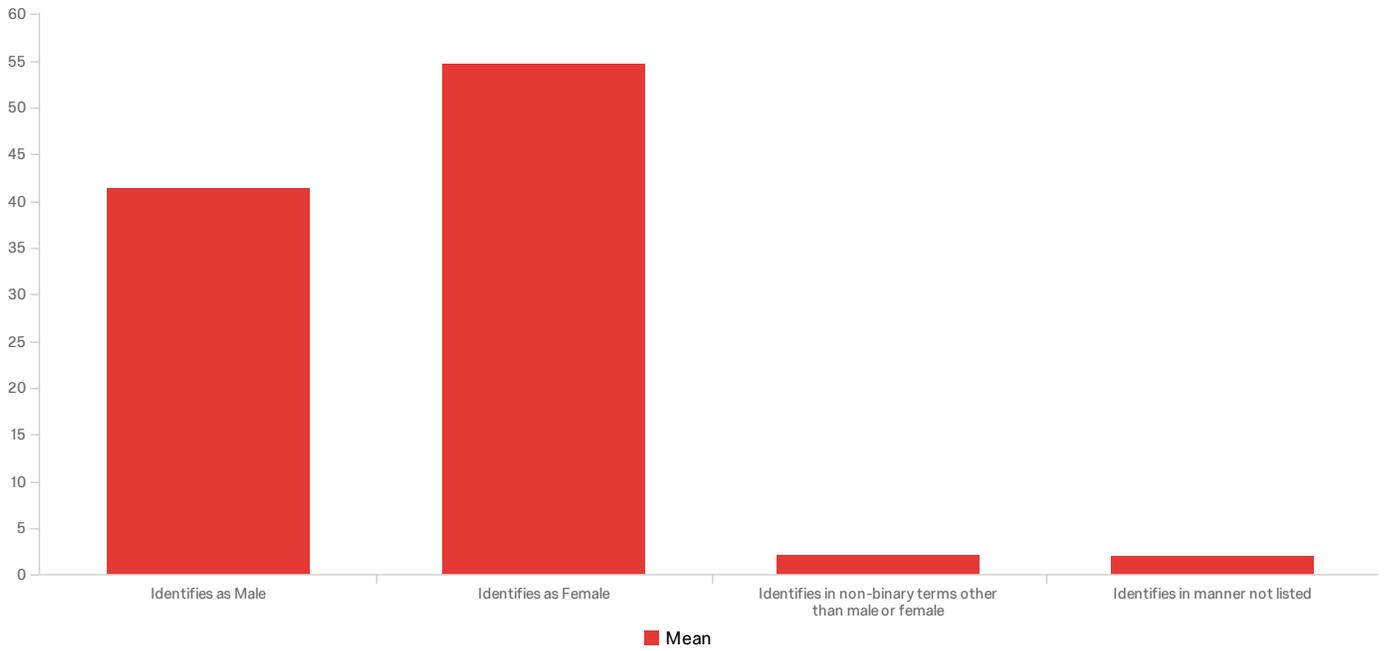
Q12 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



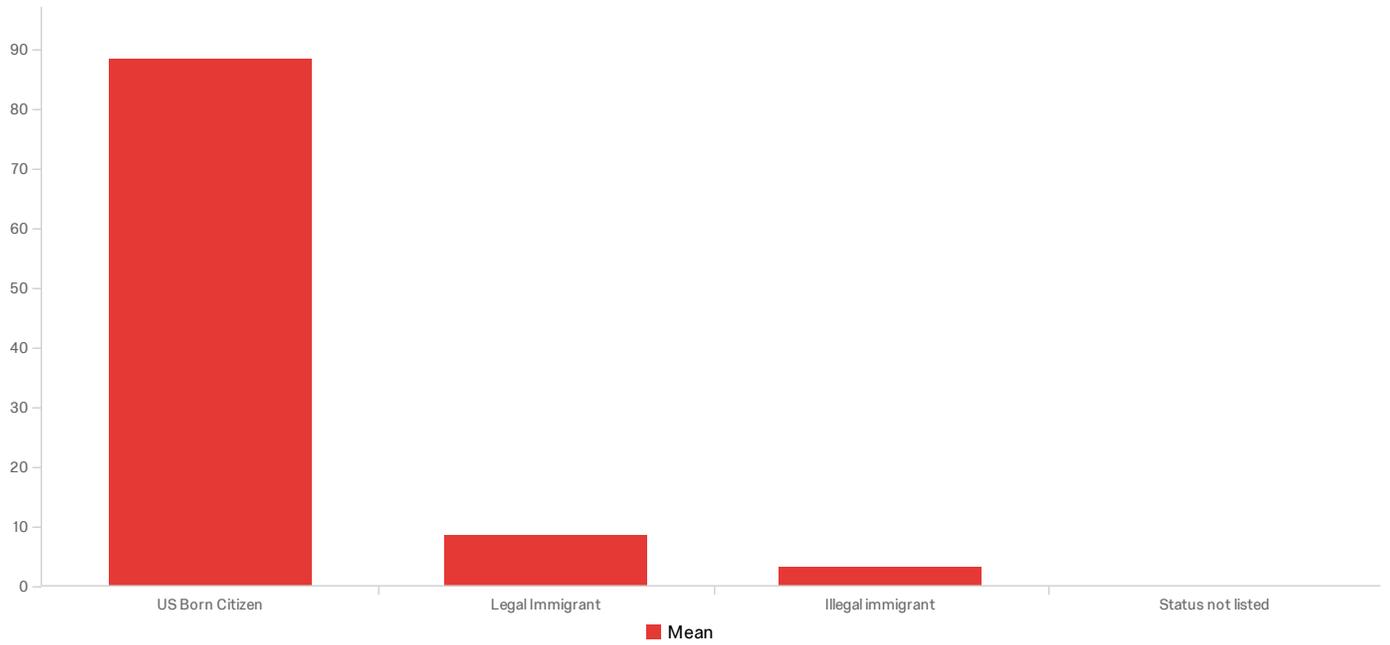
Q13 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



Q14 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



## Q15 - What is your primary placement site

What is your primary placement site

---

CFL

Via Christi St Joseph Family Practice

CFL

CFL

Horizon's Mental Health Center

MCC Table of Hope

Horizons Mental Health Cente

Center On Family Living

Salina Family Health Center

Tabel of Hope (MCC)

New Jerusalem

New Jerusalem Missiond

UNited States Federal Probation

Showing records 1 - 13 of 13

## Q16 - What is your secondary placement site

What is your secondary placement site

---

US Probation

MHA and Center on Family Living

West Wichita Couple/Family Counseling & Embrace

West Wichita Couple & Family Counseling, Embrace

CFL

Carpenter Place

CFL

Womens Initiaive Network

Blue Sky Perspectives

CFL

Youth Horizons

Youth Horizons

CFL

Showing records 1 - 13 of 13

Q15 - The above survey is very limited. Please feel free to add clarifying comment for a future better assessment.

The above survey is very limited. Please feel free to add clarifying commen...

---

NA

Showing records 1 - 1 of 1

## Q16 - Regarding the following variables, please select the best descriptors

#	Field	Mean
1	Age	3.54
2	Physical Ability	2.77
3	Mental Health Diagnosis	4.54
4	Drug / Alcohol History	4.54
5	Ethnicity/Race	2.62
6	Education	4.62
7	Gender	2.69
8	Religion	3.08
9	SES	3.85
10	Sexual Orientation	2.23
11	US Citizen Status	1.92

Showing rows 1 - 11 of 11

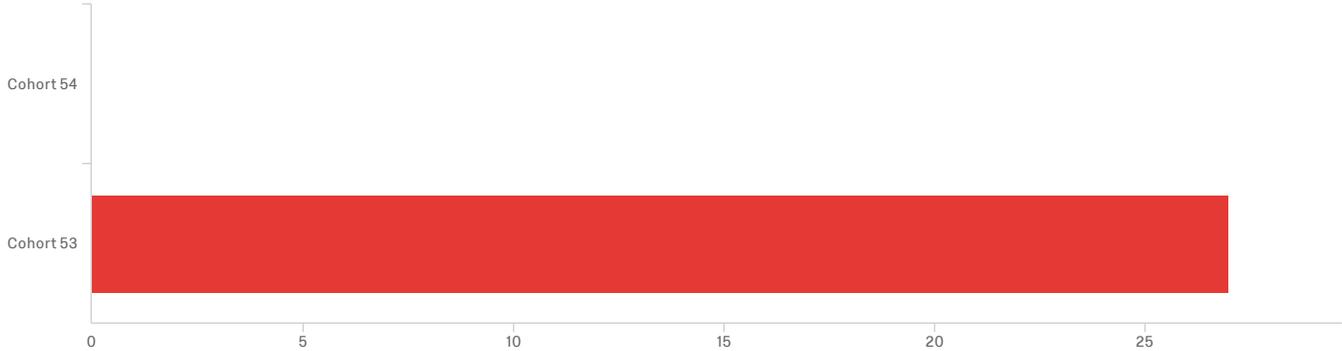
**End of Report**

# January 2019

Diversity Experience 2019

January 15, 2019 11:47 AM MST

## Q17 - I am a member of

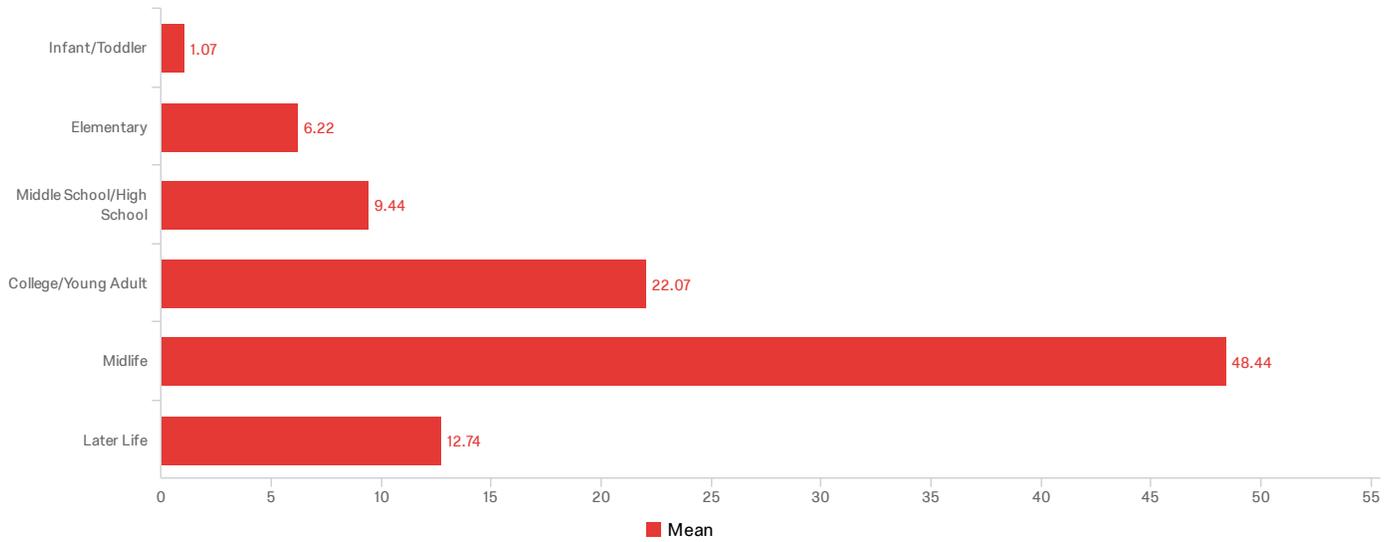


#	Field	Choice Count
2	Cohort 53	100.00% 27

Showing rows 1 - 2 of 2

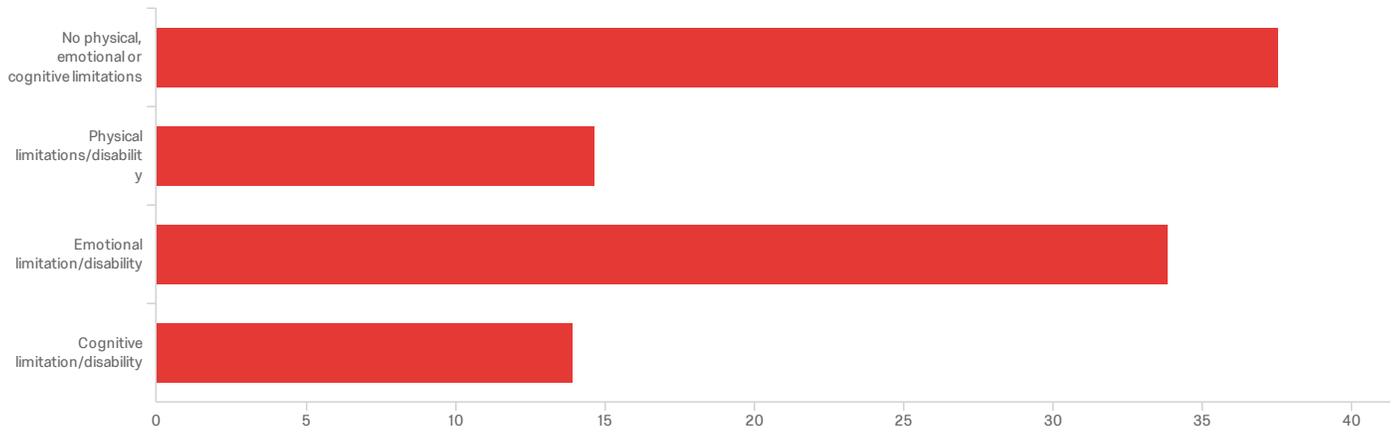
Q2 - Please estimate the percentage of clients you have experienced from each age

group. Must total 100%



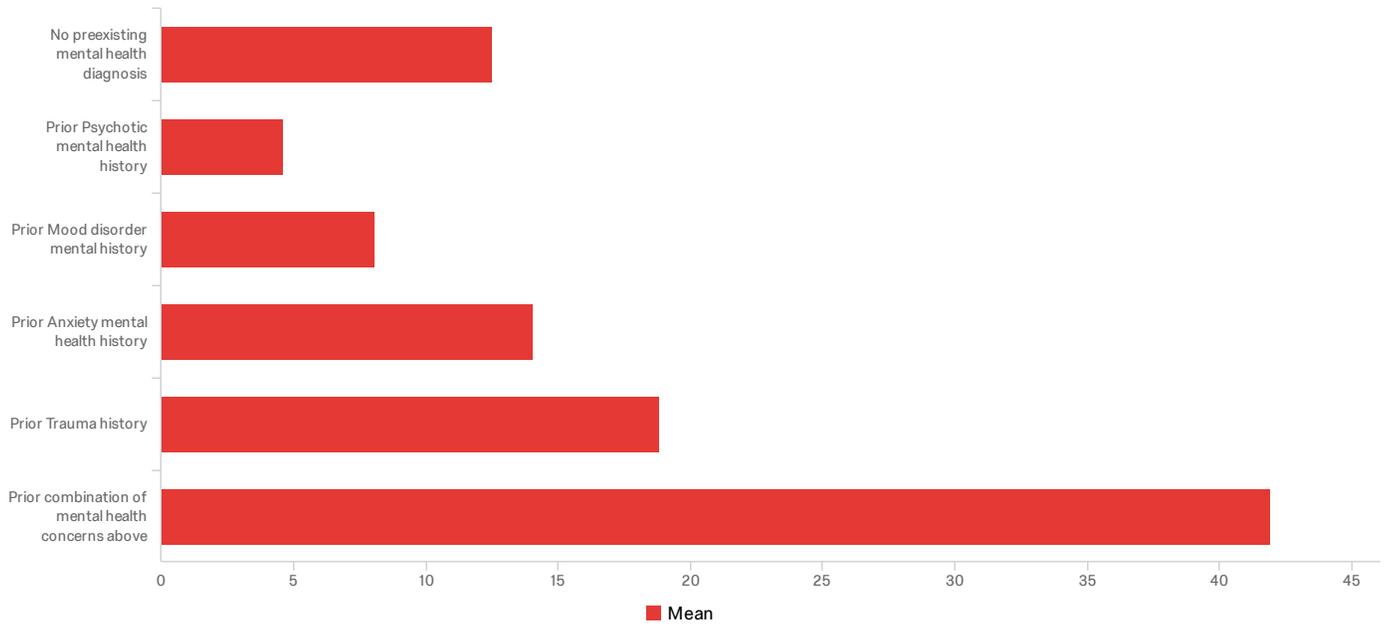
Q5 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



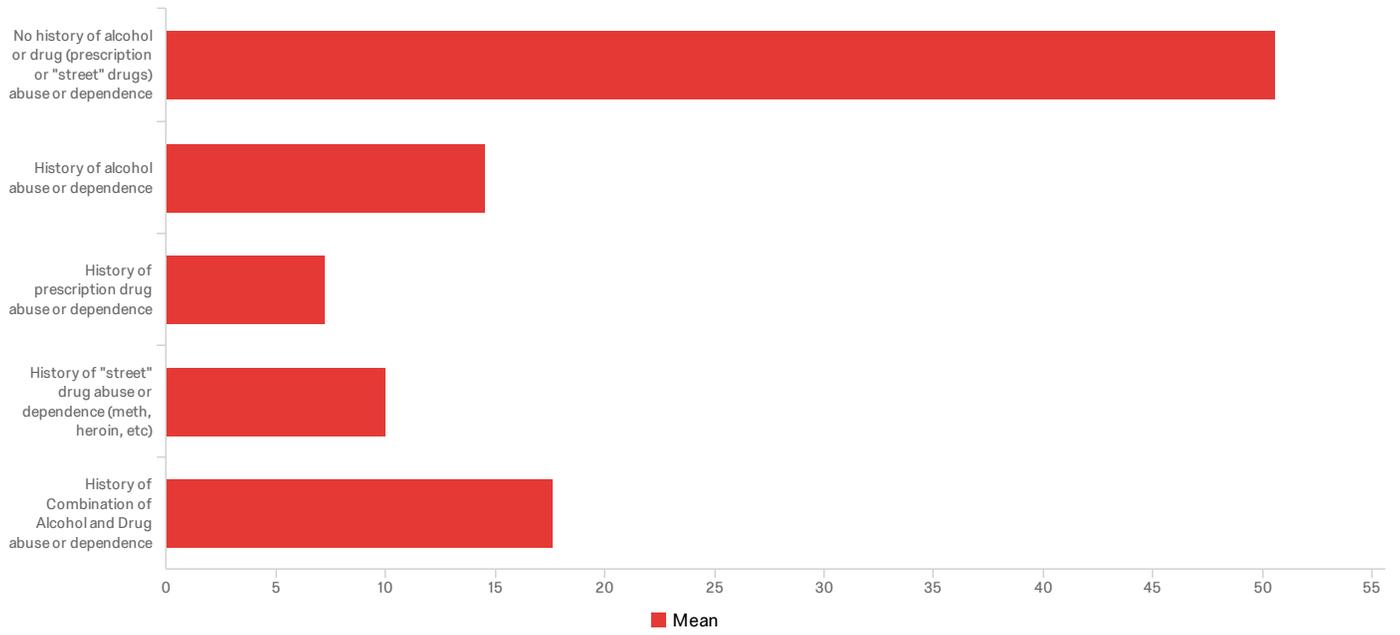
Q6 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



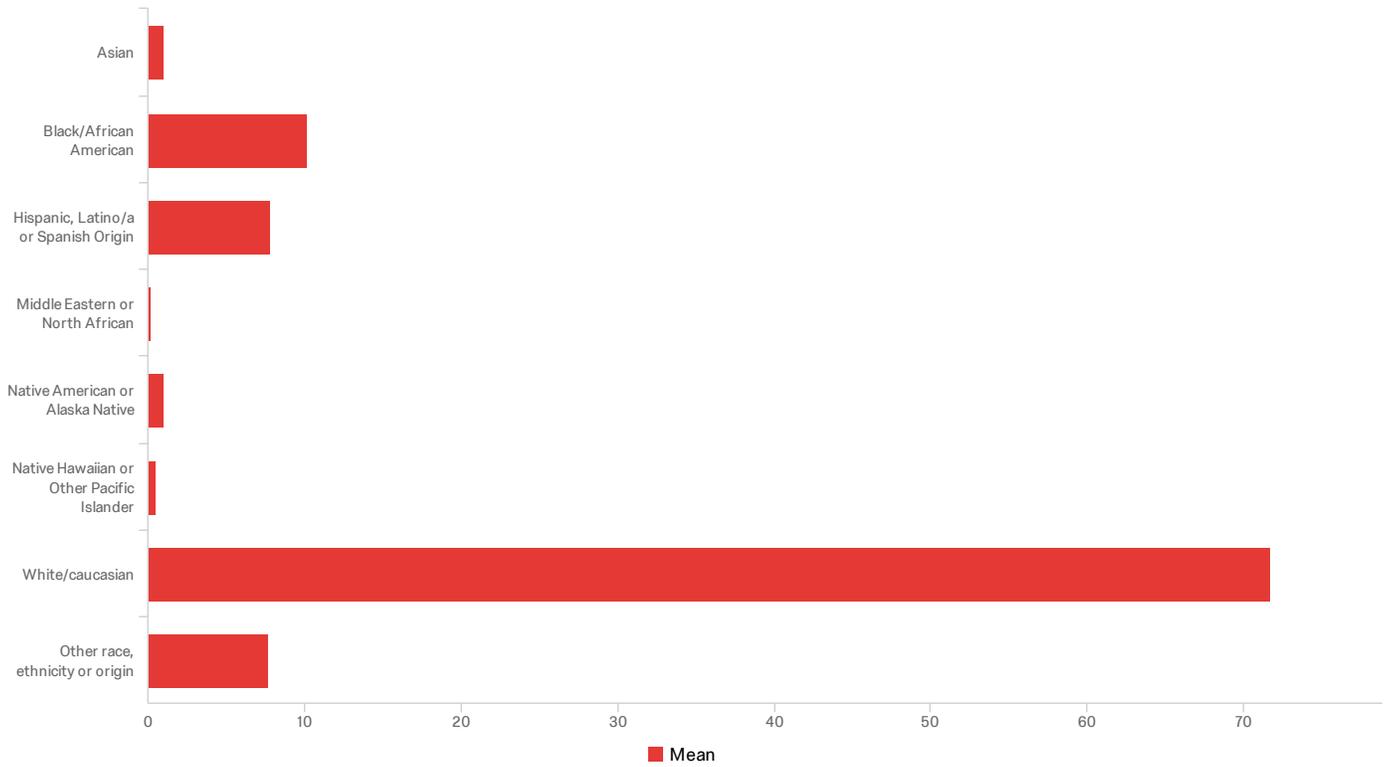
Q7 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



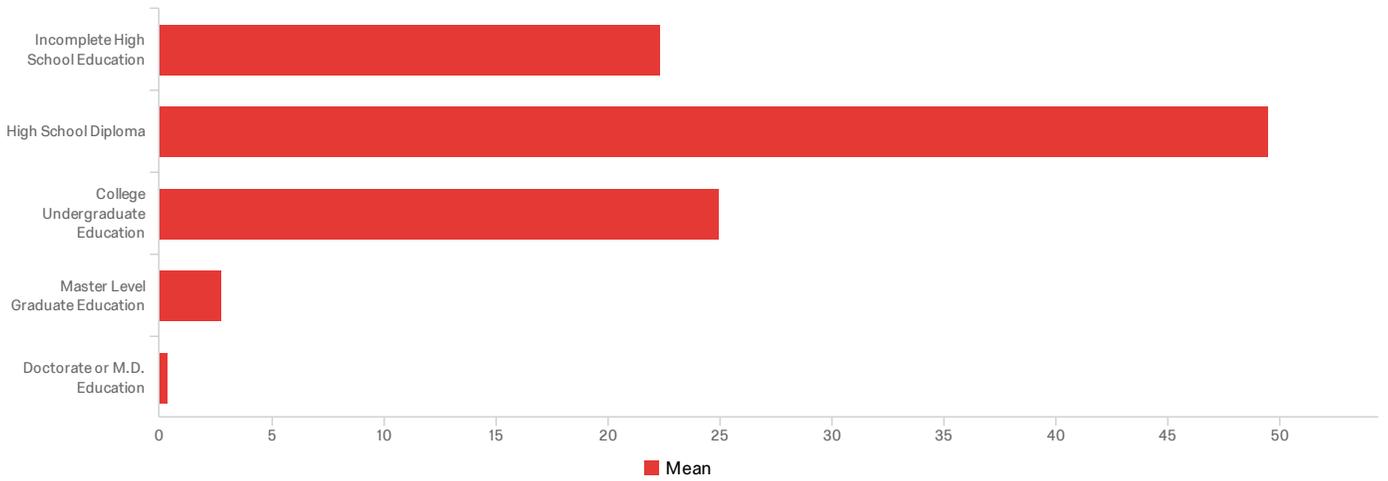
Q8 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



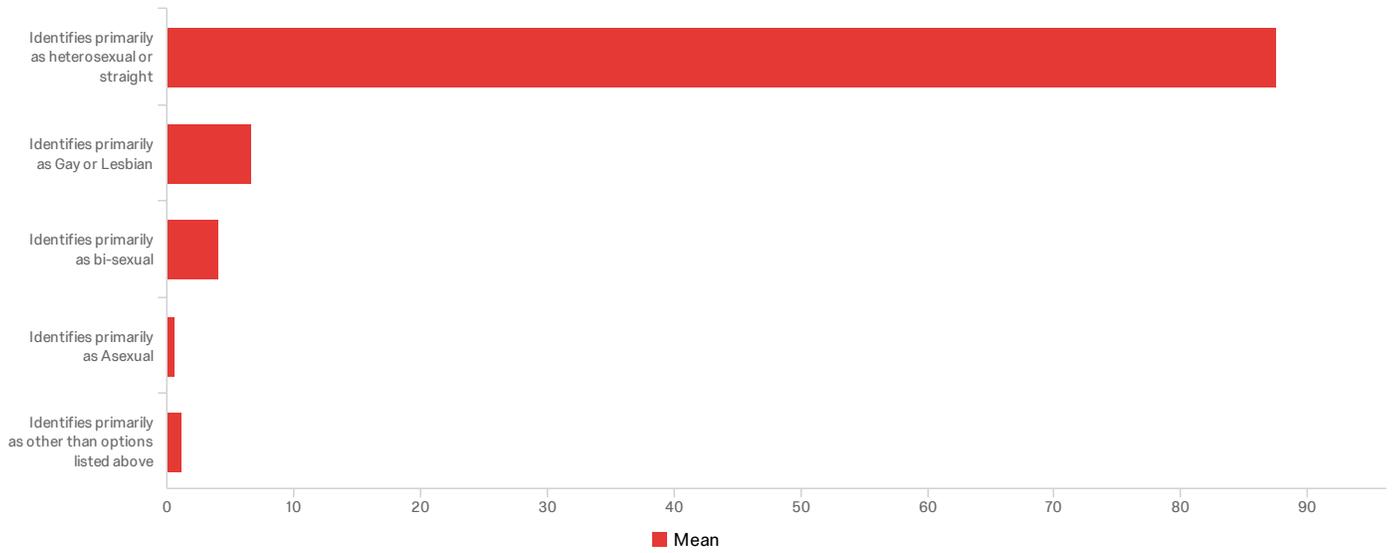
Q9 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



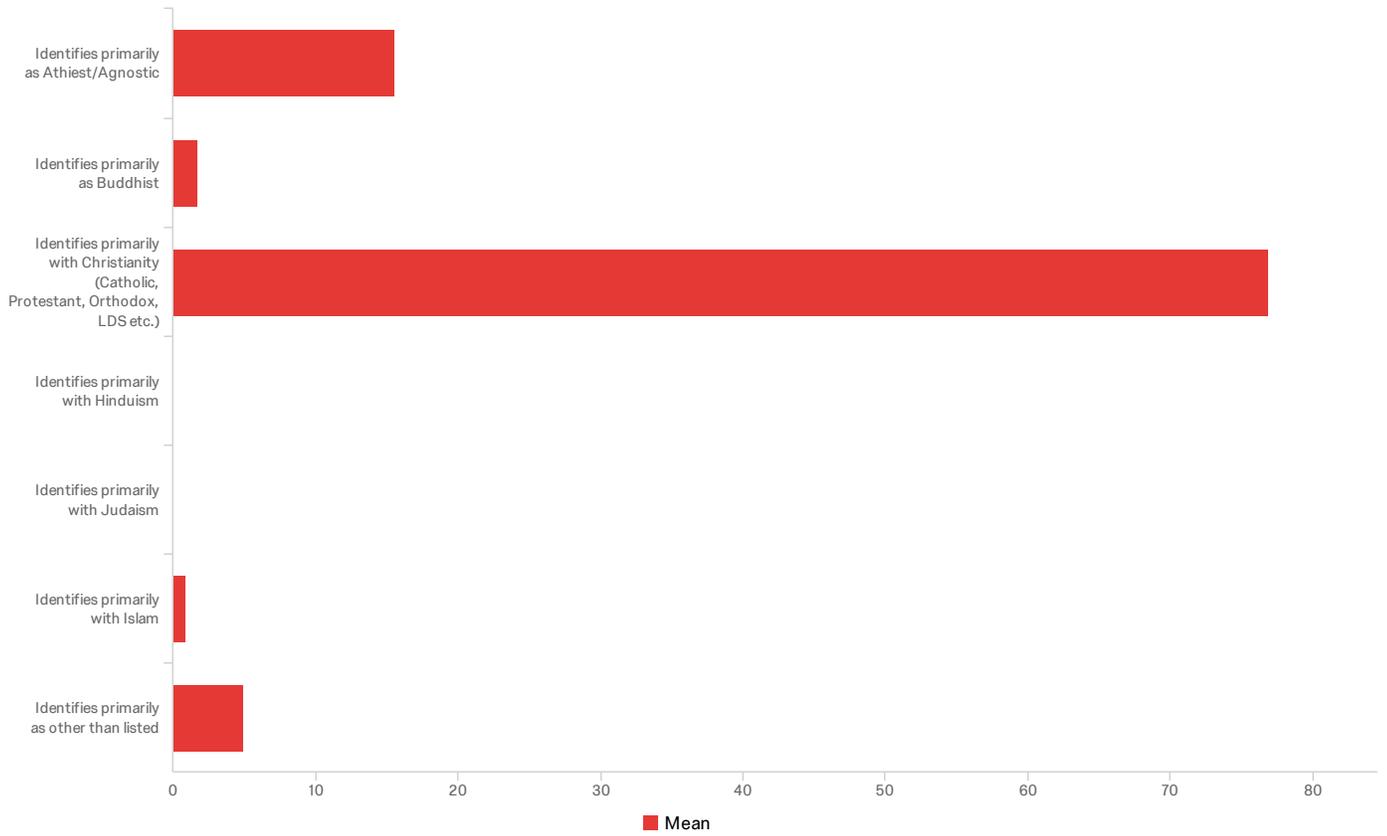
Q10 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



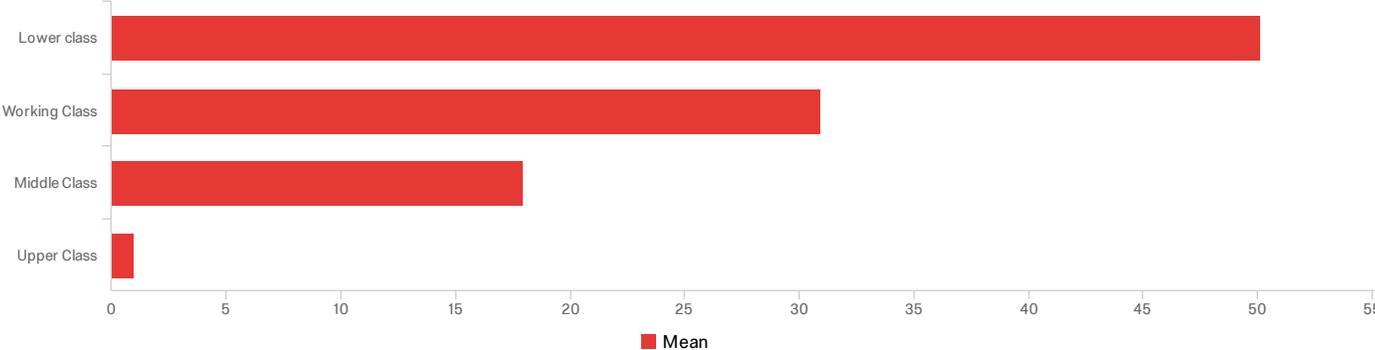
Q11 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



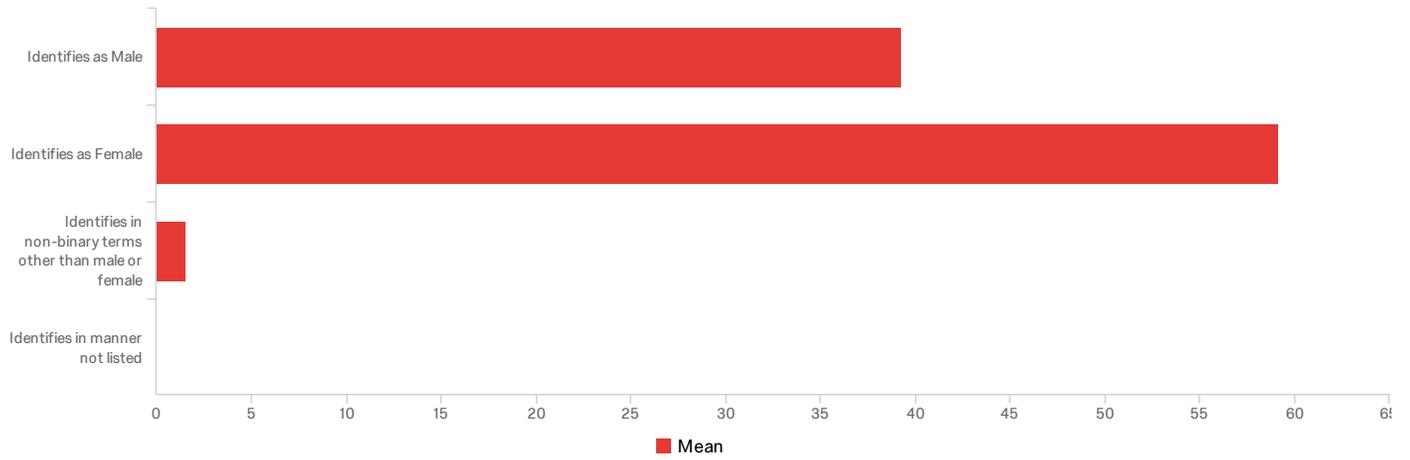
Q12 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



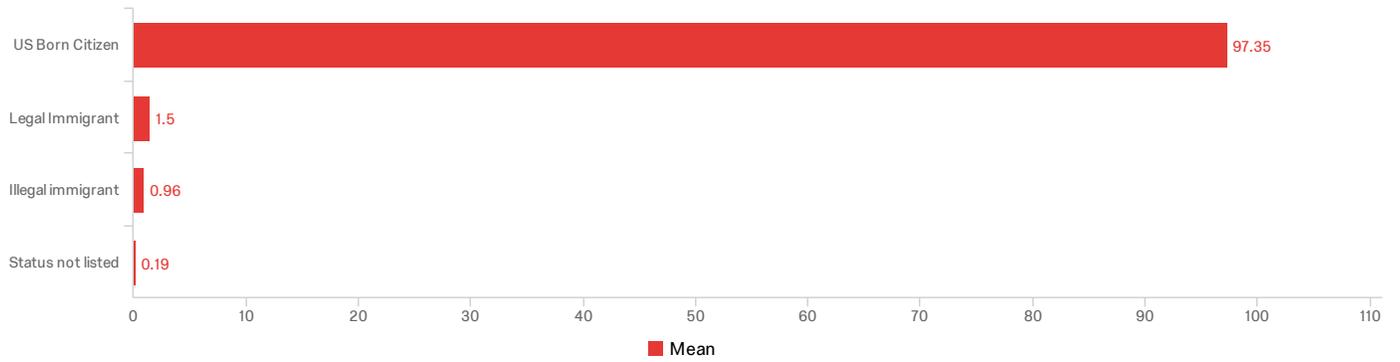
Q13 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



Q14 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



Q16 - Regarding the following variables, please select the best descriptors (1 = most like me 5 = most unlike me)

#	Field	Mean
1	Age	3.50
2	Physical Ability	3.04
3	Mental Health Diagnosis	3.62
4	Drug / Alcohol History	3.69
5	Ethnicity/Race	2.04
6	Education	4.31
7	Gender	2.23
8	Religion	2.73
9	SES	3.46
10	Sexual Orientation	1.85
11	US Citizen Status	1.08

Showing rows 1 - 11 of 11

## Q15 - What is your primary placement site

What is your primary placement site

---

Table of Hope/MCC

Cfl

First UMC

Via Christi

Woodlawn Methodist Church Derby

Horizons- Pratt, Anthony, Kingman

CFL

CFL

Cfl

Horizons Mental Health Center

US Probation and Pretrial

Woodlawn United Methodist

First United Methodist Church

first united methodist church

CFL

CFL

The CFL

Heritage Family Counseling

Heartspring

CFL

Via Christi Family Medicine Residency Clinic

Salina Family Healthcare Center (Smoky Hill)

What is your primary placement site

---

Center on Family Living

CFL/Table of Hope

Center on Family Living

CFL

Showing records 1 - 26 of 26

## Q16 - What is your secondary placement site

What is your secondary placement site

---

CFL (Center on Family Living)

Hopenet

Friends

CFL

CFL

CFL

None

CCCK

CFL

Fieldview at Holland

CFL

CFL

CFL

None

Carpenter Place

Fieldview Healthcare

Center on Family Living

CFL

Embrace (Psychoeducation)

Center on Family Living

Blue Sky Perspectives

Embrace

What is your secondary placement site

---

KDOC

None

Showing records 1 - 24 of 24

Q15 - The above survey is very limited. Please feel free to add clarifying comment for a future better assessment.

The above survey is very limited. Please feel free to add clarifying commen...

My percentages are very rough estimates. Would have been easier to list actual total number of clients seen then put the number of that quantity, then make the computer do the math!! :)

In the diagnosis and trauma section I have so many clients with multiple diagnosis I didn't feel that represented my experience correctly.

I feel we miss out on a variety of ages and issues based upon our placement site

Examples for the questions being asked

Showing records 1 - 4 of 4

**End of Report**

# APPENDIX C

# MSFT Program Faculty Meeting Agenda

*Date | time* 1/30/2019 10:00 AM | *Location* Conference Room

<b>Meeting called by</b>	Rebecca Culver-Turner and Chris Habben	<b>Invited Attendees:</b> Steve Rathbun, Michelle Robertson, Jennifer Jay, Chris Habben, Sarah Lyon, Rebecca Culver-Turner
<b>Meeting values</b>	Informative, collaborative and congruent	

## Agenda Items

Topic	Presenter	Time allotted/Purpose
<b>Stipulations Response</b>		
<input type="checkbox"/> After reviewing the context of Stipulation I-B, what do we want to do with the 694, 695, and 696 “benchmark” data? Do faculty approve of just using 697 data for benchmarking the SLO’s?	Rebecca Culver-Turner	15 minutes/Decision
<input type="checkbox"/> After reviewing the Diversity Exposure Survey data, what are the data telling us? How should we respond as faculty?	Rebecca Culver-Turner	15 minutes/Decision
<input type="checkbox"/> What are questions, comments and feedback for the Policy and Procedure Handbook (PPH) Addendum? Do faculty approve of the PPH Addendum?	Rebecca Culver-Turner	15 minutes/Decision
<input type="checkbox"/> What are questions, comments, feedback and suggested edits for the Stipulations Response?	Rebecca Culver-Turner	15 minutes/Decision
<b>Faculty Application and Interview Process</b>		
<input type="checkbox"/> How do the faculty want to approach how the University is modifying the faculty search process?	Chris Habben	15 minutes/Decision
<b>Jurisprudence Exam</b>		
<input type="checkbox"/> How do we want to approach the use, placement, role and value of the Jurisprudence Exam? What does the item analysis indicate?	Chris Habben	15 minutes/Decision

STIPULATIONS	Context	Feedback Needed From Faculty
<i>I-B Benchmarks</i>	Constructed and approved in F18. Consulted with Dan and Tanya- suggested to remove 694, 695, and 696 for the category of benchmarks. Helpful as student <i>progression</i> but benchmarks need to be <i>student completion data</i> . Verified process for evaluating how SLO's are met.	<ul style="list-style-type: none"> <li>Editing</li> <li>Approval to remove 695, 695, 696 within the category of benchmarks</li> </ul>
<i>II-C Diverse Communities</i>	Survey data was not submitted. Verified with Tanya that it was simply data submission.	<ul style="list-style-type: none"> <li>Editing</li> <li>Review and analyze Diversity Survey results</li> </ul>
<i>III-A Fiscal and Physical Resources</i>	<p>QR Data was not linked in Self Study. Dan and Tanya directed to set thresholds for sufficiency. Wrote addendum for sufficiency in PPH.</p> <p>Conversation with COA regarding sufficiency needing to be linked with Primary Learning Goals/SLOs (1/29/19)</p>	<ul style="list-style-type: none"> <li>Editing</li> <li>Approval/disapproval of Addendum in PPH</li> </ul>
<i>III-C Instructional and Clinical Resources</i>	<p>Dan and Tanya directed to set thresholds for sufficiency. Wrote addendum for sufficiency in PPH.</p> <p>Conversation with COA regarding sufficiency needing to be linked with Primary Learning Goals/SLOs (1/29/19)</p>	<ul style="list-style-type: none"> <li>Editing</li> <li>Approval/disapproval of Addendum in PPH</li> </ul>
<i>III-F Faculty Sufficiency</i>	<p>Self Study reported process and reports to Site Visitors varied. Site Report indicated that we were collecting data that would address sufficiency. Outlined data collection and feedback mechanisms.</p> <p>Conversation with COA regarding sufficiency needing to be linked with Primary Learning Goals/SLOs (1/29/19)</p>	<ul style="list-style-type: none"> <li>Editing</li> <li>Approval/disapproval of Addendum in PPH</li> </ul>
<i>IV-A Curriculum and Teaching</i>	Some lack of verification of our own processes. Used current data to re-demonstrate we do have a process for curriculum revision and feedback. Dan suggested using Capstone as a current example.	<ul style="list-style-type: none"> <li>Editing</li> </ul>
<i>V-B Program Goals</i>	Constructed and approved in F18. Consulted with Dan and Tanya- suggested to remove 694, 695, and 696 for the category of benchmarks. Helpful as student progression but benchmarks need to be <i>student completion data</i> . Verified process for evaluating how SLO's are met.	<ul style="list-style-type: none"> <li>Editing</li> <li>Approval to remove 695, 695, 696 within the category of benchmarks</li> </ul>
<i>V-C Faculty Effectiveness</i>	Already presented in Faculty Meeting by CH. Questions modified on Term I/Term IV	<ul style="list-style-type: none"> <li>Editing</li> </ul>



**Program Defined Sufficiency: Fiscal, Physical, Instructional, Clinical and Faculty (Revised 1/30/19)**

Fiscal, Physical, Instructional and Clinical resource sufficiency will be defined by the program’s ability to achieve the program’s goals and student learning outcomes. Faculty sufficiency will be defined by faculty’s ability to meet the program’s mission, goals and student learning outcomes. The Term I/Term IV Survey, Program Director Survey and Alumni Survey all serve as mechanisms for collecting data to determine sufficiency for Fiscal, Physical, Instructional and Clinical Resources. Aggregate cohort means of 70% of utilized assessment scales (e.g. 3.5 out of 5, 70 out of 100, etc.) meet the threshold of sufficiency. Scores that trend below 70% are tagged for potential feedback indicating insufficiency. These scores will be tagged for further monitoring, exploring the context, problem solving, and potential action.

Criteria from the Term I/IV Survey, Program Director Survey and Alumni Survey have been organized through the Primary Learning Goals. If criterion scores trend above 70%, it is assumed that there are sufficient resources to achieve each Primary Learning Goal and Student Learning Outcomes.

Primary Learning Goal	Criteria for Meeting Sufficiency	Primary Learning Goal	Criteria for Meeting Sufficiency
<b>Interpersonal Competency</b>	<p><i>Term One/Term Four</i></p> <ul style="list-style-type: none"> <li>MSFT Program activities have adequate space</li> <li>Classrooms are well equipped for instruction</li> <li>University facilities are well maintained</li> <li>Faculty engage the university mission</li> <li>Faculty are competent MFT professionals</li> <li>Faculty are effective classroom instructors</li> <li>Faculty generate positive faculty-student connections</li> <li>Faculty deliver high quality instruction</li> <li>Full and part time faculty engage students respectfully</li> <li>Full and part time faculty create positive learning environments</li> <li>Full and part time faculty are accessible to students</li> </ul> <p><i>Alumni Survey</i></p> <ul style="list-style-type: none"> <li>Sufficient classroom environment</li> <li>Sufficient technological resources</li> <li>Sufficient resources for supporting part time instructors</li> <li>Sufficient resources for part faculty quality</li> <li>Sufficient resources for administrative assistance</li> <li>Sufficient resources to support interpersonal competency development of students</li> </ul> <p><i>Program Director Survey</i></p> <ul style="list-style-type: none"> <li>The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.</li> <li>The PD assures that MSFT Program has sufficient human resources</li> <li>The PD assures use of competent part-time faculty.</li> <li>The PD provides quality oversight of the facilities</li> </ul>	<b>Clinical Competency</b>	<p><i>Term One/Term Four</i></p> <ul style="list-style-type: none"> <li>MSFT Program activities have adequate space</li> <li>Computer labs are adequate</li> <li>Classrooms are well equipped for instruction</li> <li>University facilities are well maintained</li> <li>Faculty engage the university mission</li> <li>Faculty are competent MFT professionals</li> <li>Faculty are effective classroom instructors</li> <li>Faculty generate positive faculty-student connections</li> <li>Faculty deliver high quality instruction</li> <li>Full and part time faculty engage students respectfully</li> <li>Full and part time faculty create positive learning environments</li> <li>Full and part time faculty are accessible to students</li> </ul> <p><i>Alumni Survey</i></p> <ul style="list-style-type: none"> <li>Sufficient classroom environment</li> <li>Sufficient space for supervision</li> <li>Sufficient technological resources</li> <li>Sufficient resources for supporting part time instructors</li> <li>Sufficient resources for part faculty quality</li> <li>Sufficient resources for administrative assistance</li> <li>Sufficient resources to support clinical competency development of students</li> </ul> <p><i>Program Director Survey</i></p> <ul style="list-style-type: none"> <li>The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.</li> <li>The PD assures that MSFT Program has sufficient human resources</li> <li>The PD assures use of competent part-time faculty.</li> <li>The PD assures use of competent Program Supervisors</li> <li>The PD provides quality oversight of the clinical training</li> <li>The PD provides quality oversight of the facilities</li> </ul>

MSFT Program Policy and Procedure Handbook

---

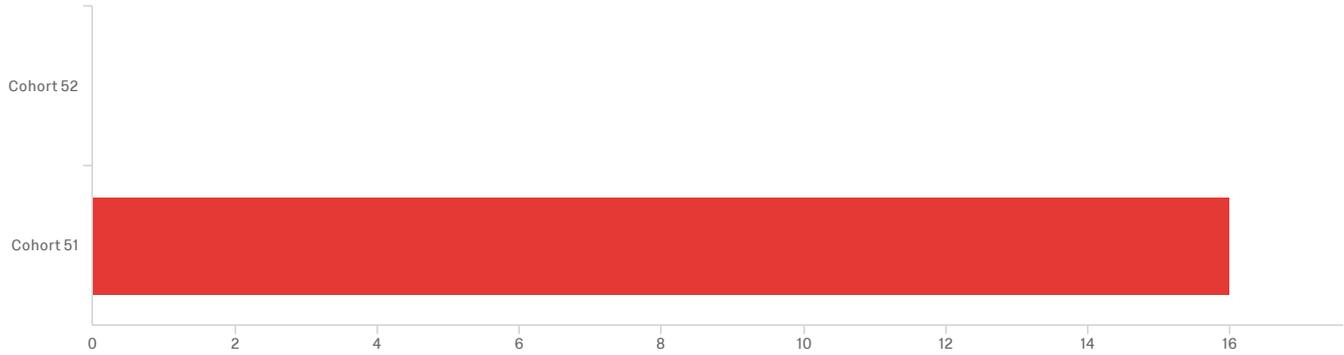
Primary Learning Goal	Criteria for Meeting Sufficiency	Primary Learning Goal	Criteria for Meeting Sufficiency
<b>Theoretical Competency</b>	<p><i>Term One/Term Four</i></p> <ul style="list-style-type: none"> <li>• MSFT Program activities have adequate space</li> <li>• Classrooms are well equipped for instruction</li> <li>• University facilities are well maintained</li> <li>• Faculty engage the university mission</li> <li>• Faculty are competent MFT professionals</li> <li>• Faculty are effective classroom instructors</li> <li>• Faculty generate positive faculty-student connections</li> <li>• Faculty deliver high quality instruction</li> <li>• Full and part time faculty engage students respectfully</li> <li>• Full and part time faculty create positive learning environments</li> <li>• Full and part time faculty are accessible to students</li> </ul> <p><i>Alumni Survey</i></p> <ul style="list-style-type: none"> <li>• Sufficient classroom environment</li> <li>• Sufficient technological resources</li> <li>• Sufficient resources for supporting part time instructors</li> <li>• Sufficient resources for part faculty quality</li> <li>• Sufficient resources for administrative assistance</li> <li>• Sufficient resources to support theoretical competency development of students</li> </ul> <p><i>Program Director Survey</i></p> <ul style="list-style-type: none"> <li>• The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.</li> <li>• The PD assures that MSFT Program has sufficient human resources</li> <li>• The PD assures use of competent part-time faculty.</li> <li>• The PD provides quality oversight of the facilities</li> </ul>	<b>Multicultural Competency</b>	<p><i>Term One/Term Four</i></p> <ul style="list-style-type: none"> <li>• MSFT Program activities have adequate space</li> <li>• Computer labs are adequate</li> <li>• Classrooms are well equipped for instruction</li> <li>• University facilities are well maintained</li> <li>• Faculty engage the university mission</li> <li>• Faculty are competent MFT professionals</li> <li>• Faculty are effective classroom instructors</li> <li>• Faculty generate positive faculty-student connections</li> <li>• Faculty deliver high quality instruction</li> <li>• Full and part time faculty engage students respectfully</li> <li>• Full and part time faculty create positive learning environments</li> <li>• Full and part time faculty are accessible to students</li> </ul> <p><i>Alumni Survey</i></p> <ul style="list-style-type: none"> <li>• Sufficient classroom environment</li> <li>• Sufficient space for supervision</li> <li>• Sufficient technological resources</li> <li>• Sufficient resources for supporting part time instructors</li> <li>• Sufficient resources for part faculty quality</li> <li>• Sufficient resources for administrative assistance</li> <li>• Sufficient resources to support multicultural competency development of students</li> </ul> <p><i>Program Director Survey</i></p> <ul style="list-style-type: none"> <li>• The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.</li> <li>• The PD assures that MSFT Program has sufficient human resources</li> <li>• The PD assures use of competent part-time faculty.</li> <li>• The PD provides quality oversight of the facilities</li> </ul>

# Cohort 51

Diversity Experience 2018

January 15, 2019 11:53 AM MST

## Q17 - I am a member of



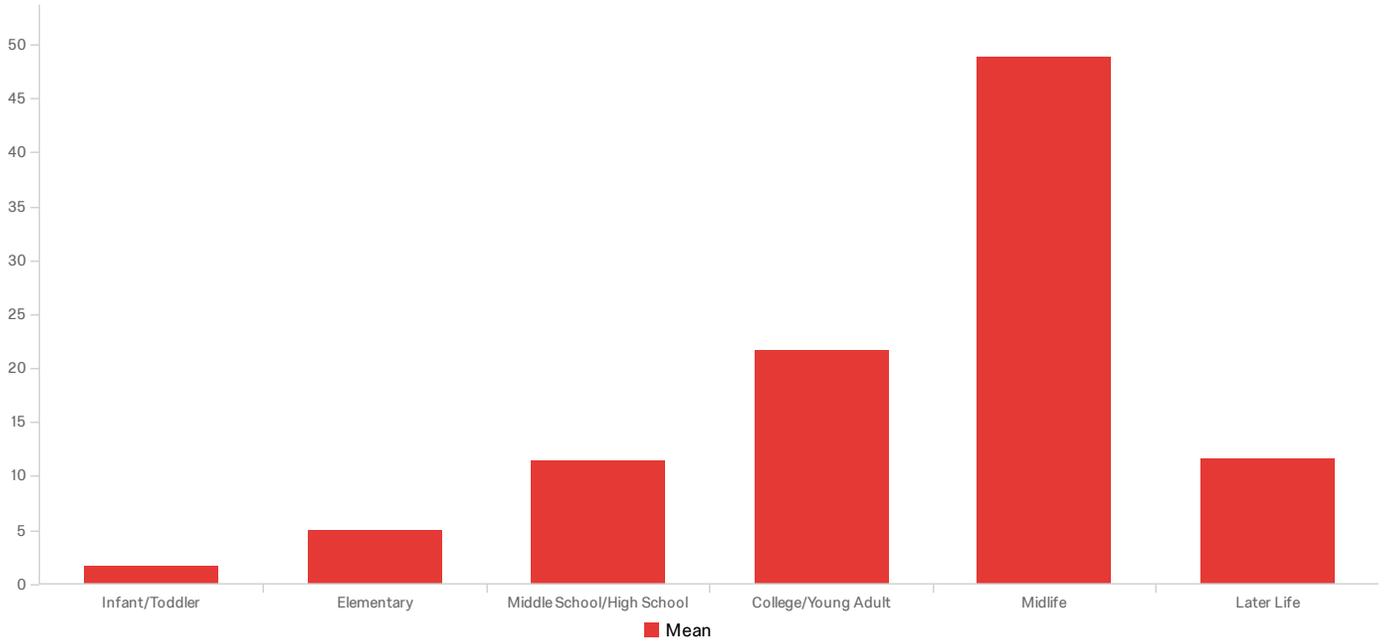
#	Field	Choice Count
1	Cohort 52	0.00% 0
2	Cohort 51	100.00% 16

16

Showing rows 1 - 3 of 3

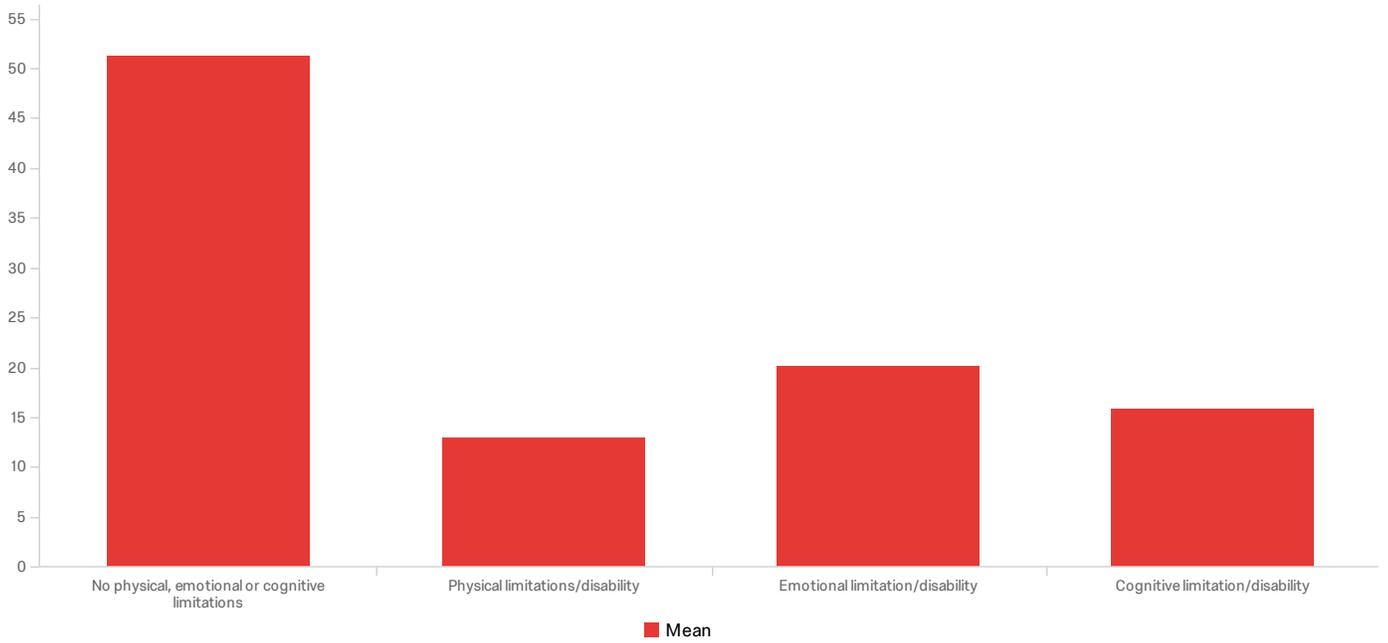
Q2 - Please estimate the percentage of clients you have experienced from each age

group. Must total 100%



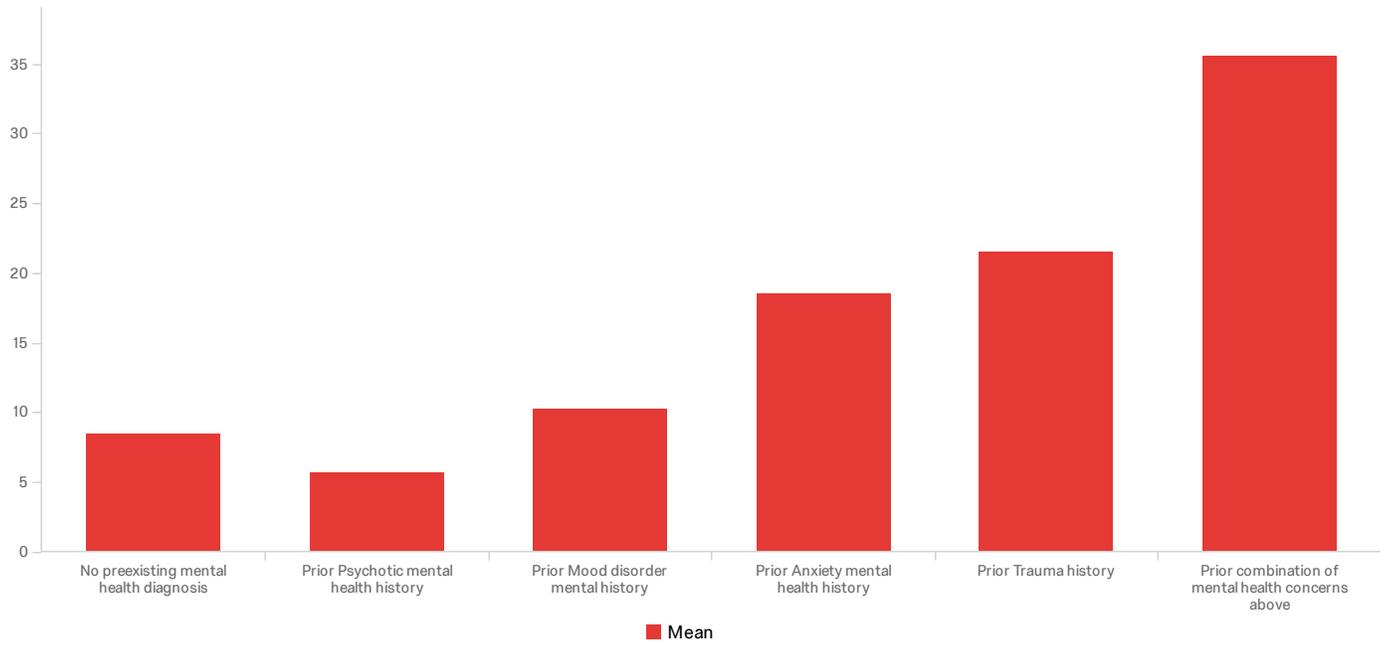
Q5 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



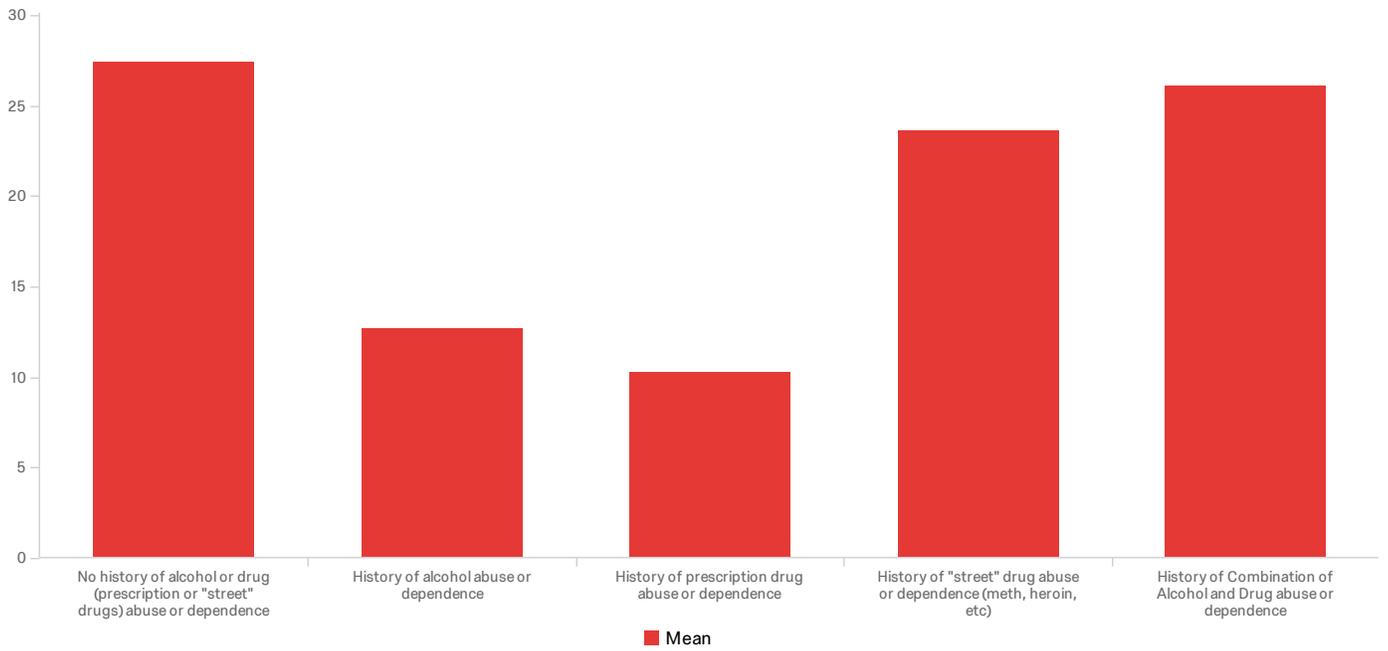
Q6 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



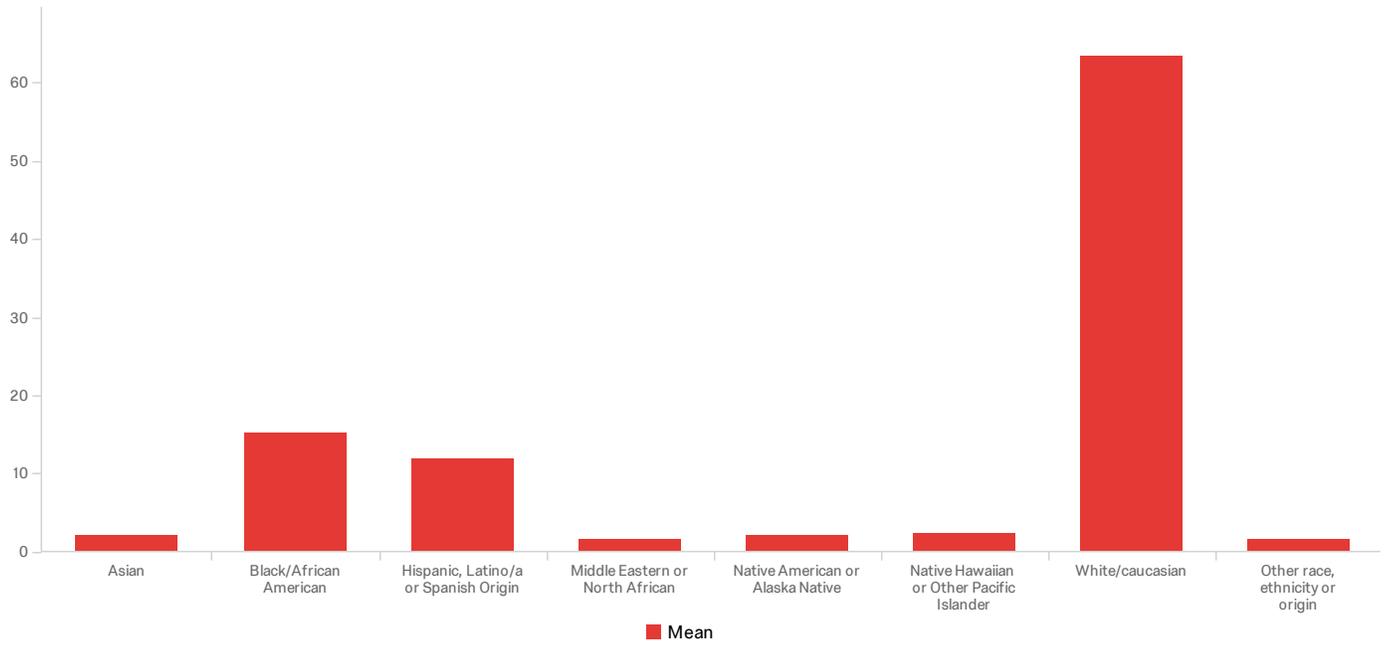
Q7 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



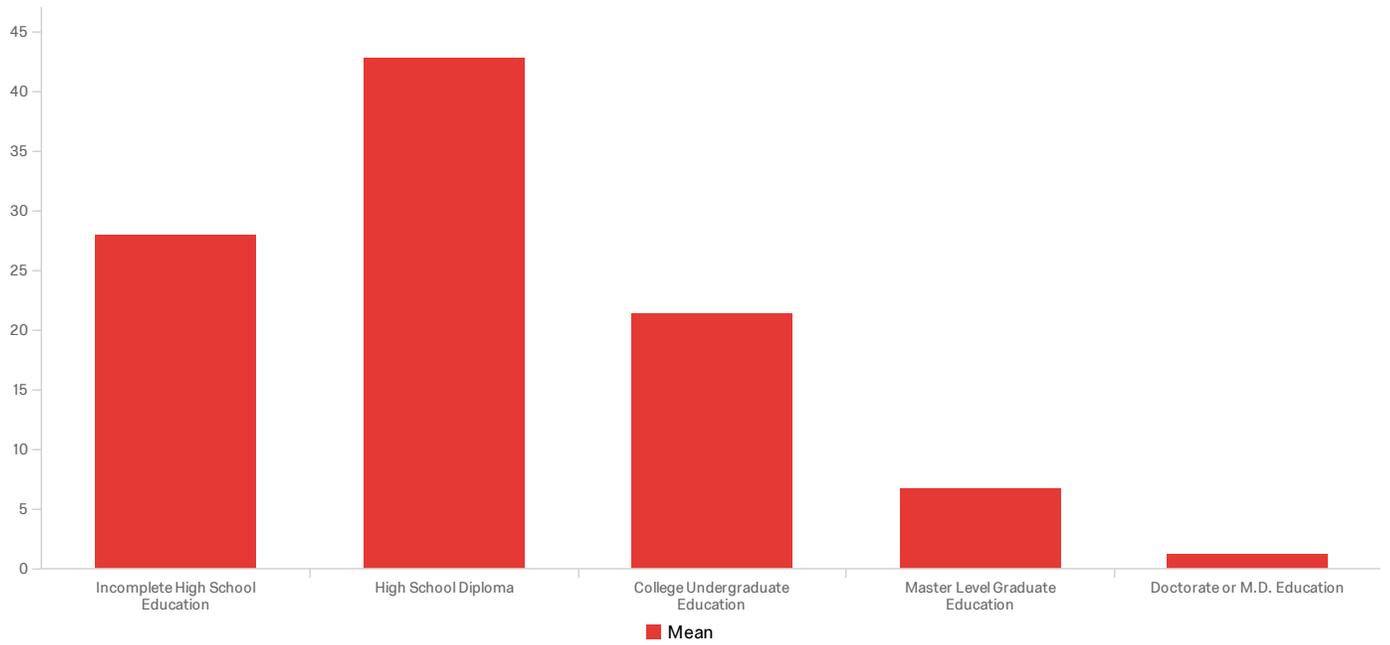
Q8 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



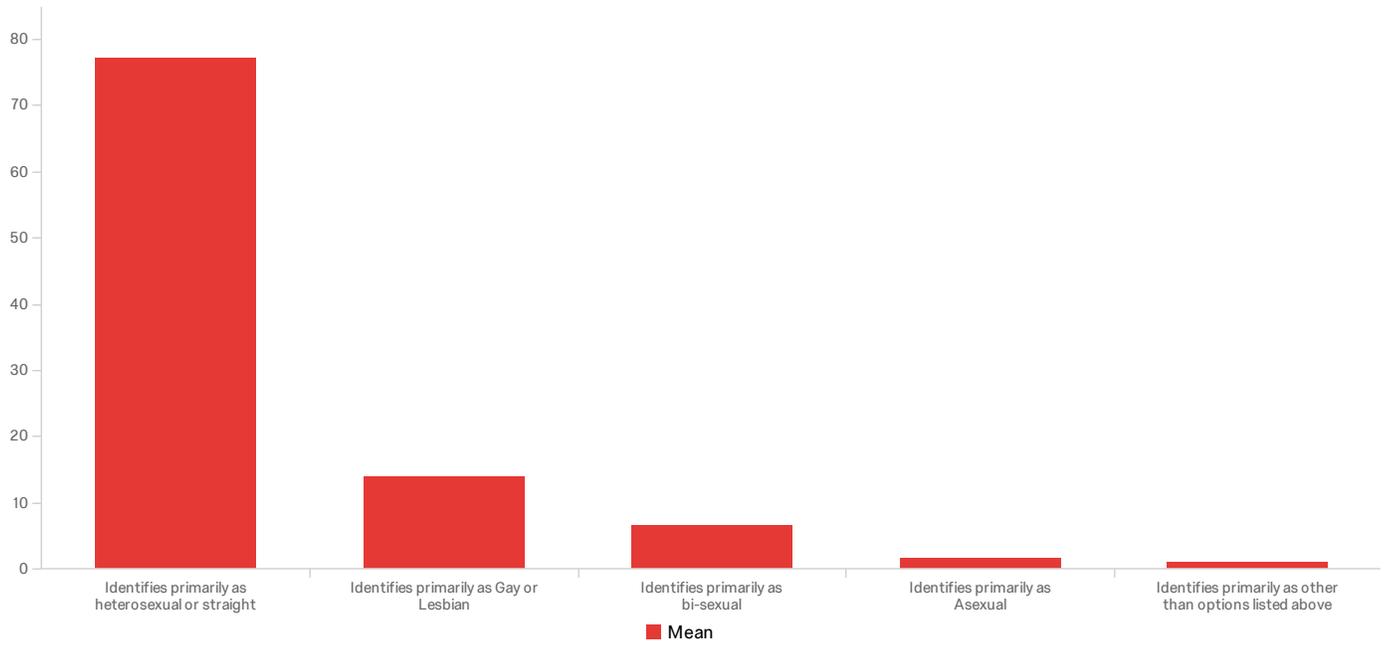
Q9 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



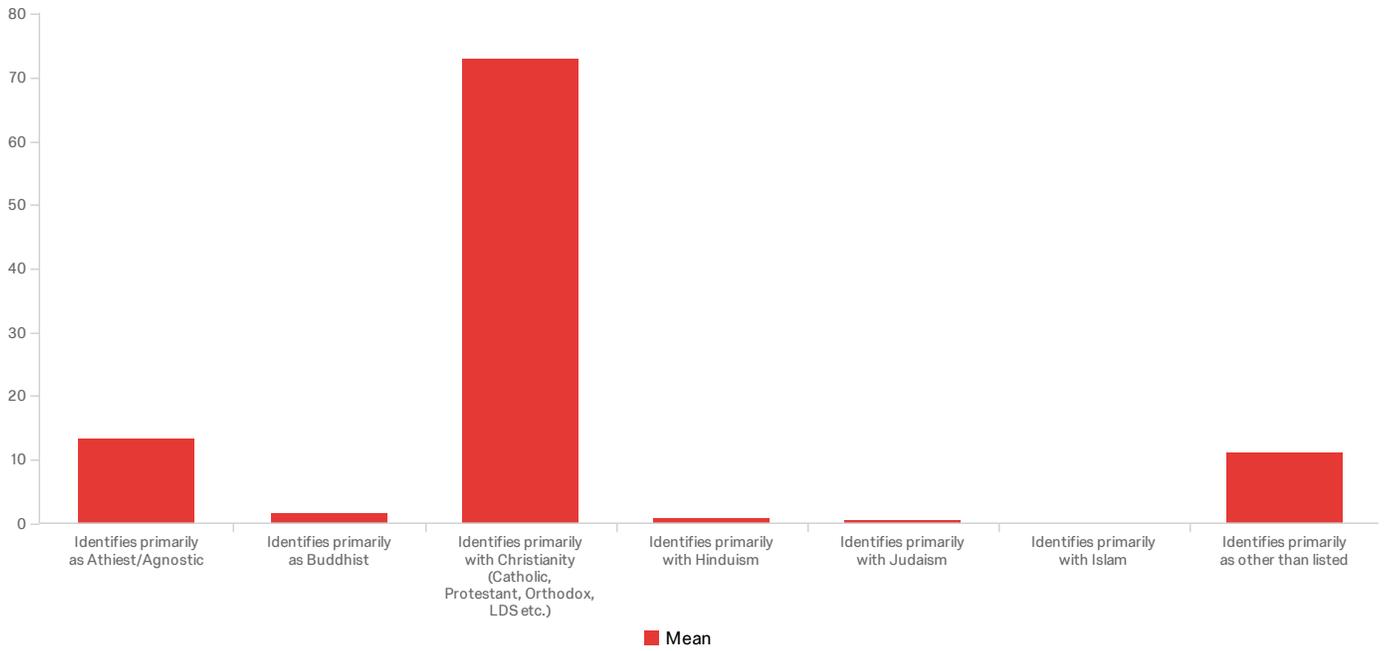
Q10 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



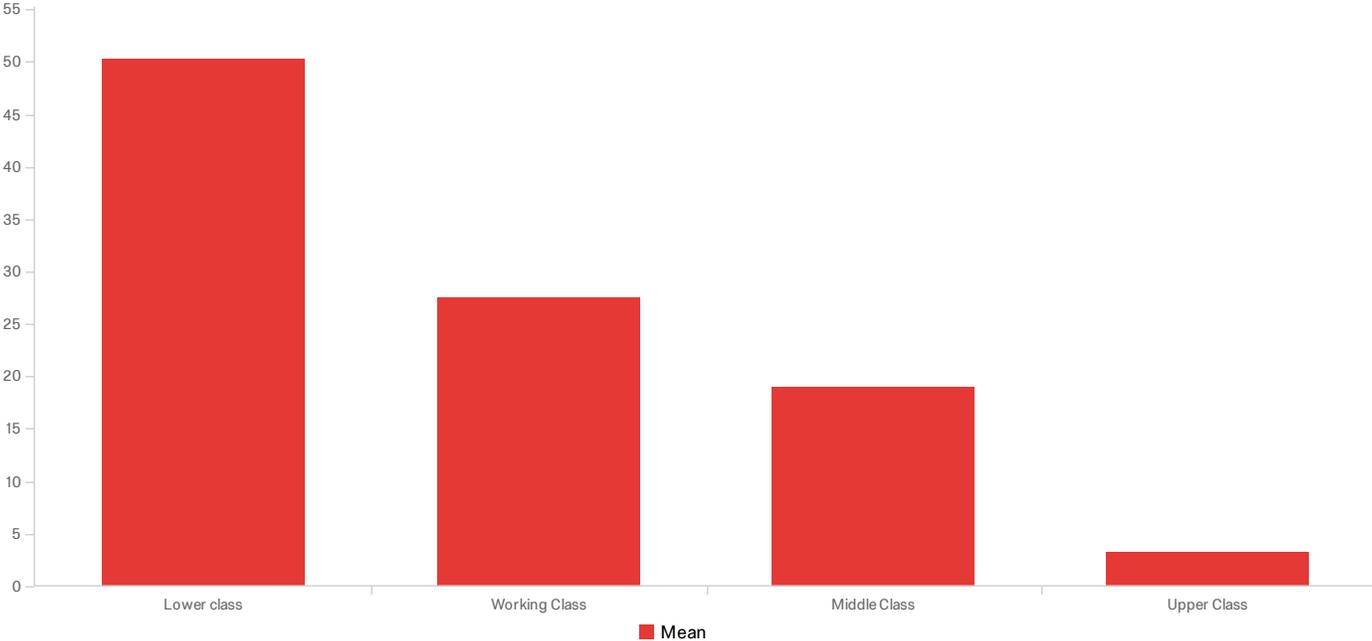
Q11 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



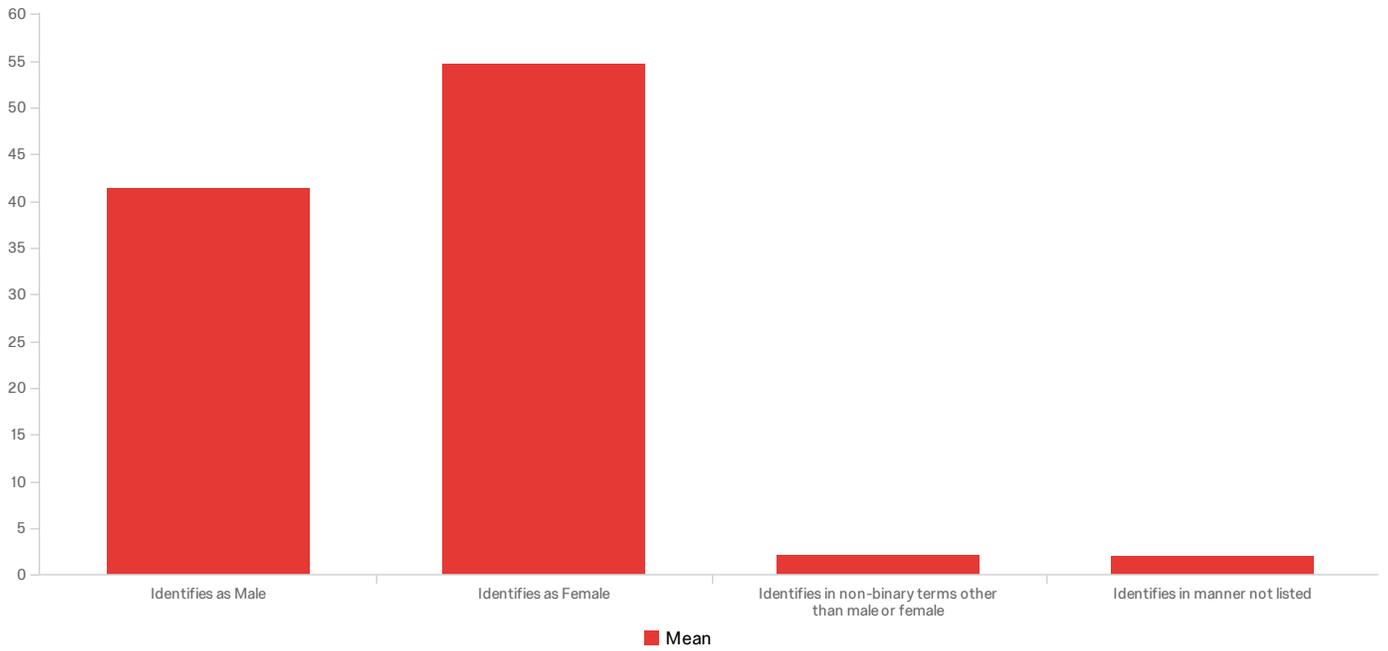
Q12 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



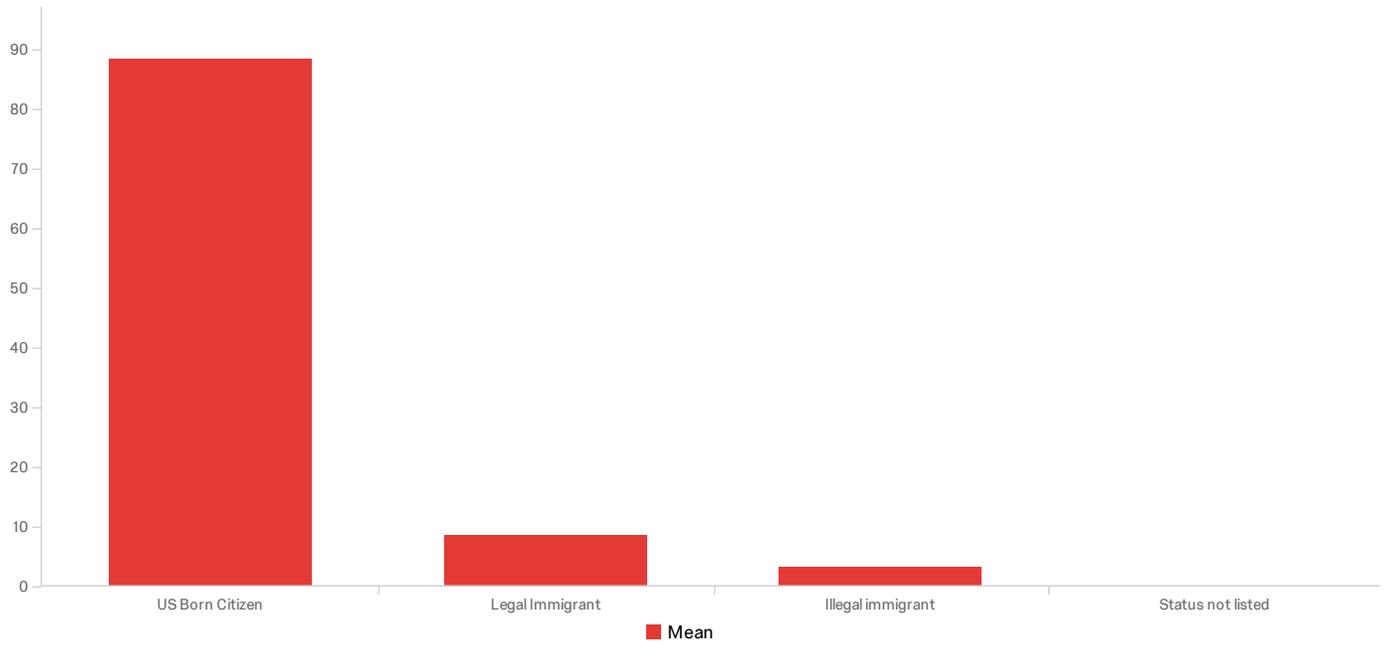
Q13 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



Q14 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



## Q15 - What is your primary placement site

What is your primary placement site

---

CFL

Via Christi St Joseph Family Practice

CFL

CFL

Horizon's Mental Health Center

MCC Table of Hope

Horizons Mental Health Cente

Center On Family Living

Salina Family Health Center

Tabel of Hope (MCC)

New Jerusalem

New Jerusalem Missiond

UNited States Federal Probation

Showing records 1 - 13 of 13

## Q16 - What is your secondary placement site

What is your secondary placement site

---

US Probation

MHA and Center on Family Living

West Wichita Couple/Family Counseling & Embrace

West Wichita Couple & Family Counseling, Embrace

CFL

Carpenter Place

CFL

Womens Initiaive Network

Blue Sky Perspectives

CFL

Youth Horizons

Youth Horizons

CFL

Showing records 1 - 13 of 13

Q15 - The above survey is very limited. Please feel free to add clarifying comment for a future better assessment.

The above survey is very limited. Please feel free to add clarifying commen...

---

NA

Showing records 1 - 1 of 1

## Q16 - Regarding the following variables, please select the best descriptors

#	Field	Mean
1	Age	3.54
2	Physical Ability	2.77
3	Mental Health Diagnosis	4.54
4	Drug / Alcohol History	4.54
5	Ethnicity/Race	2.62
6	Education	4.62
7	Gender	2.69
8	Religion	3.08
9	SES	3.85
10	Sexual Orientation	2.23
11	US Citizen Status	1.92

Showing rows 1 - 11 of 11

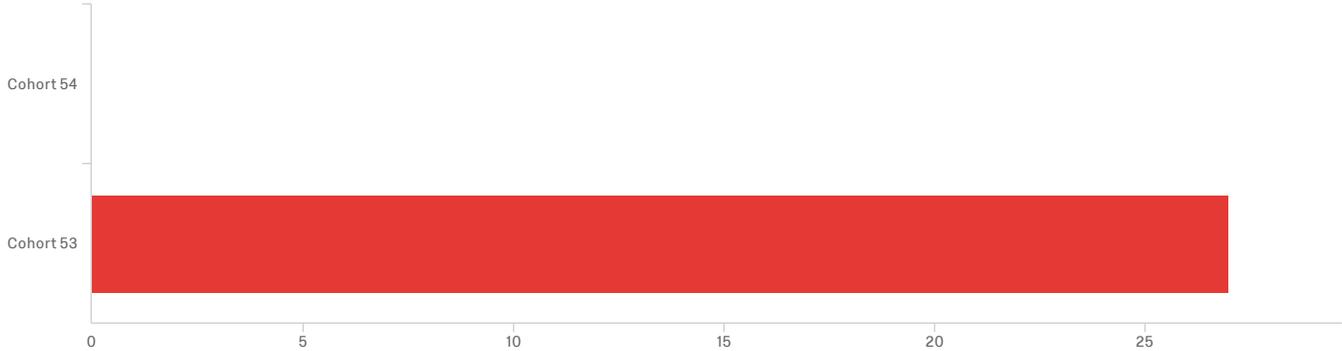
**End of Report**

# January 2019

Diversity Experience 2019

January 15, 2019 11:47 AM MST

## Q17 - I am a member of

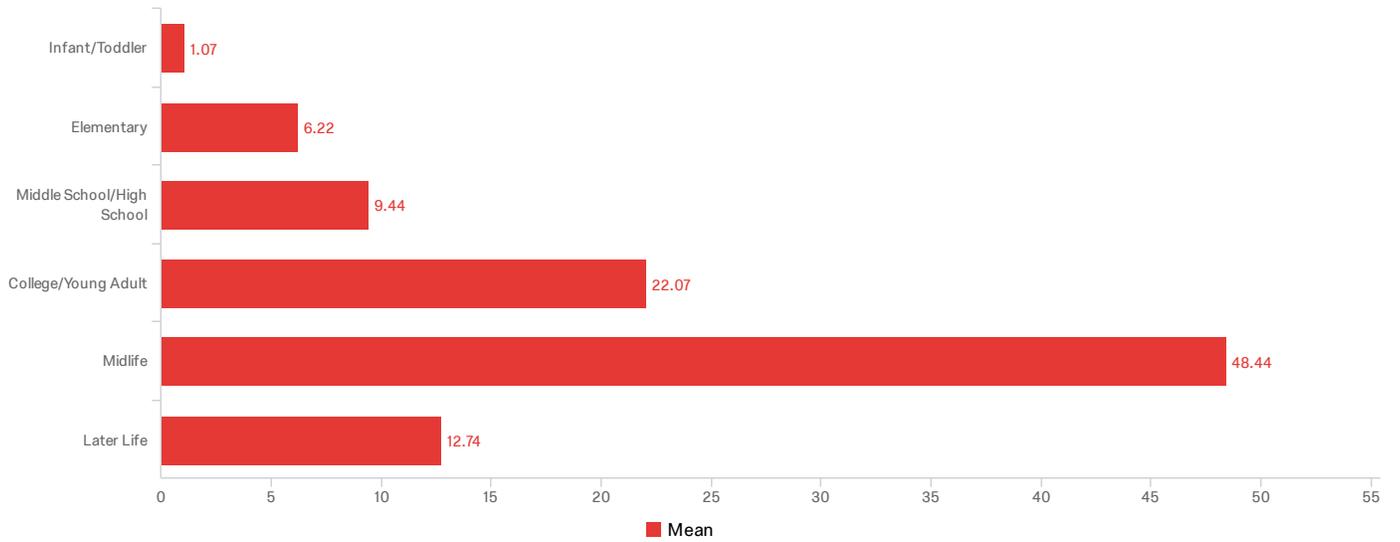


#	Field	Choice Count
2	Cohort 53	100.00% 27

Showing rows 1 - 2 of 2

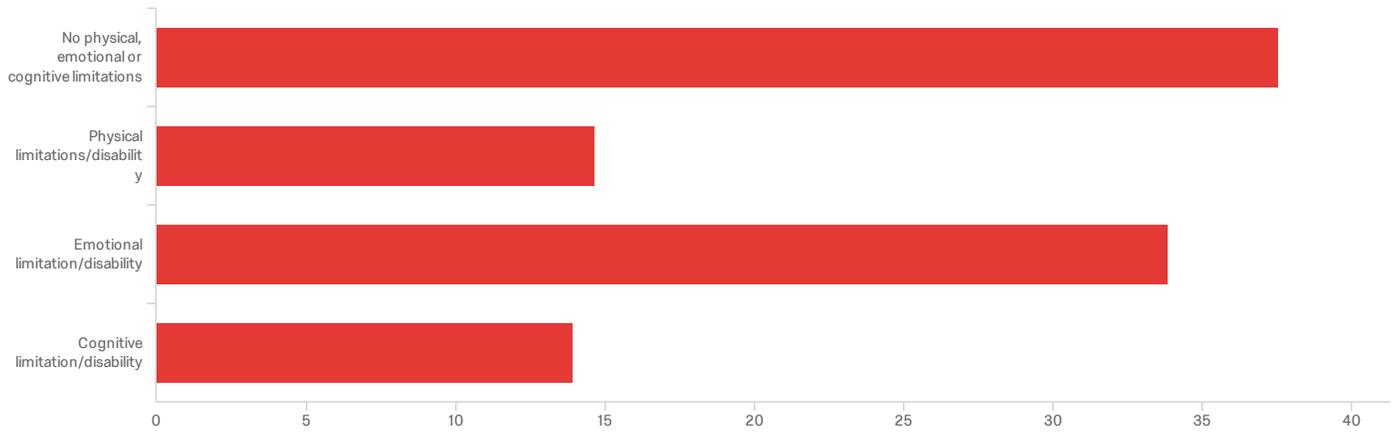
Q2 - Please estimate the percentage of clients you have experienced from each age

group. Must total 100%



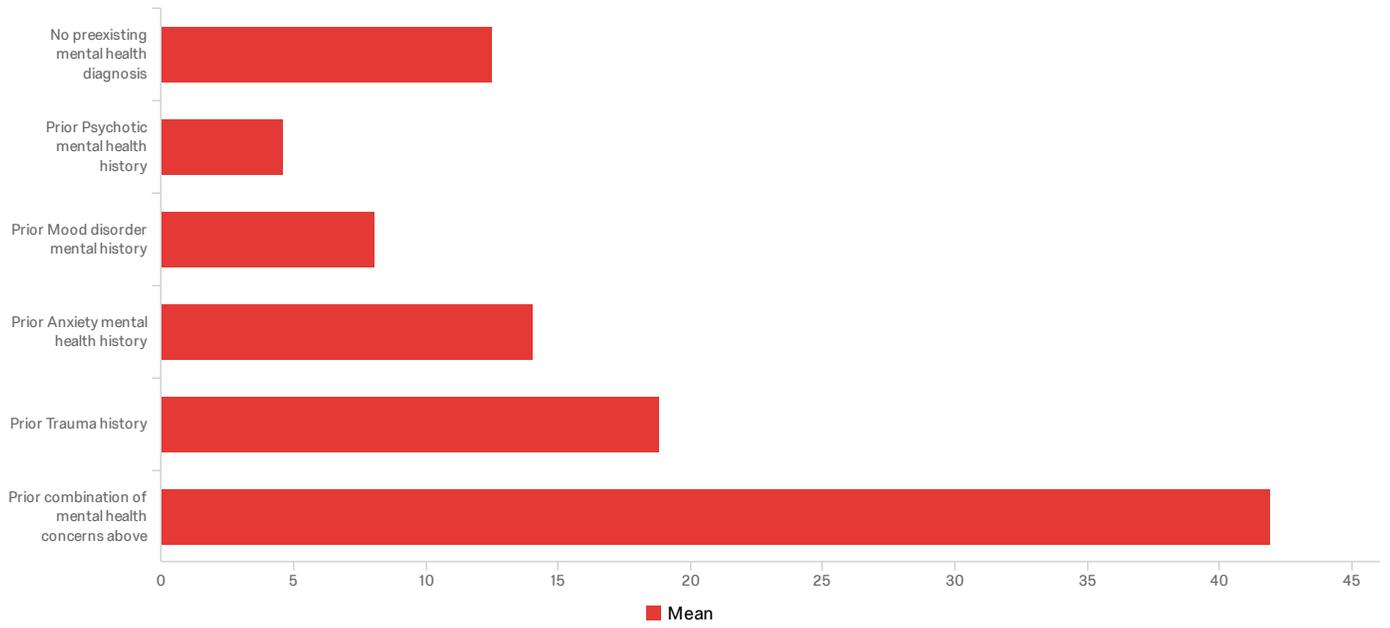
Q5 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



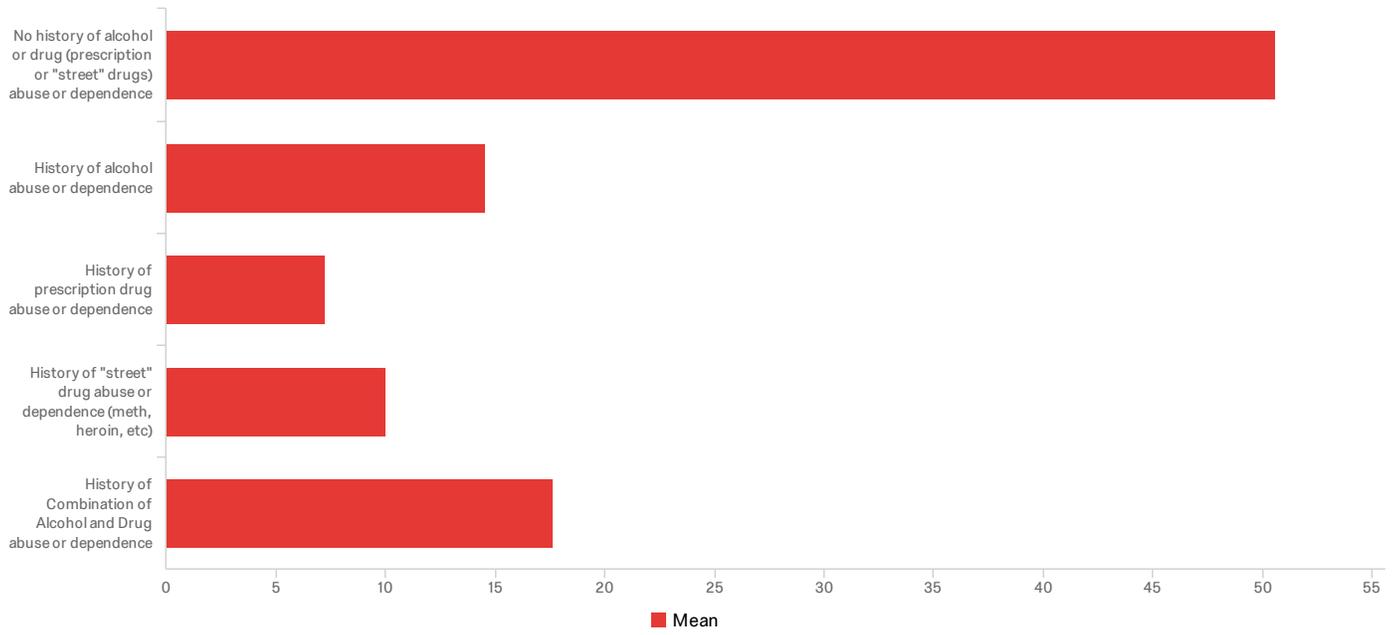
Q6 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



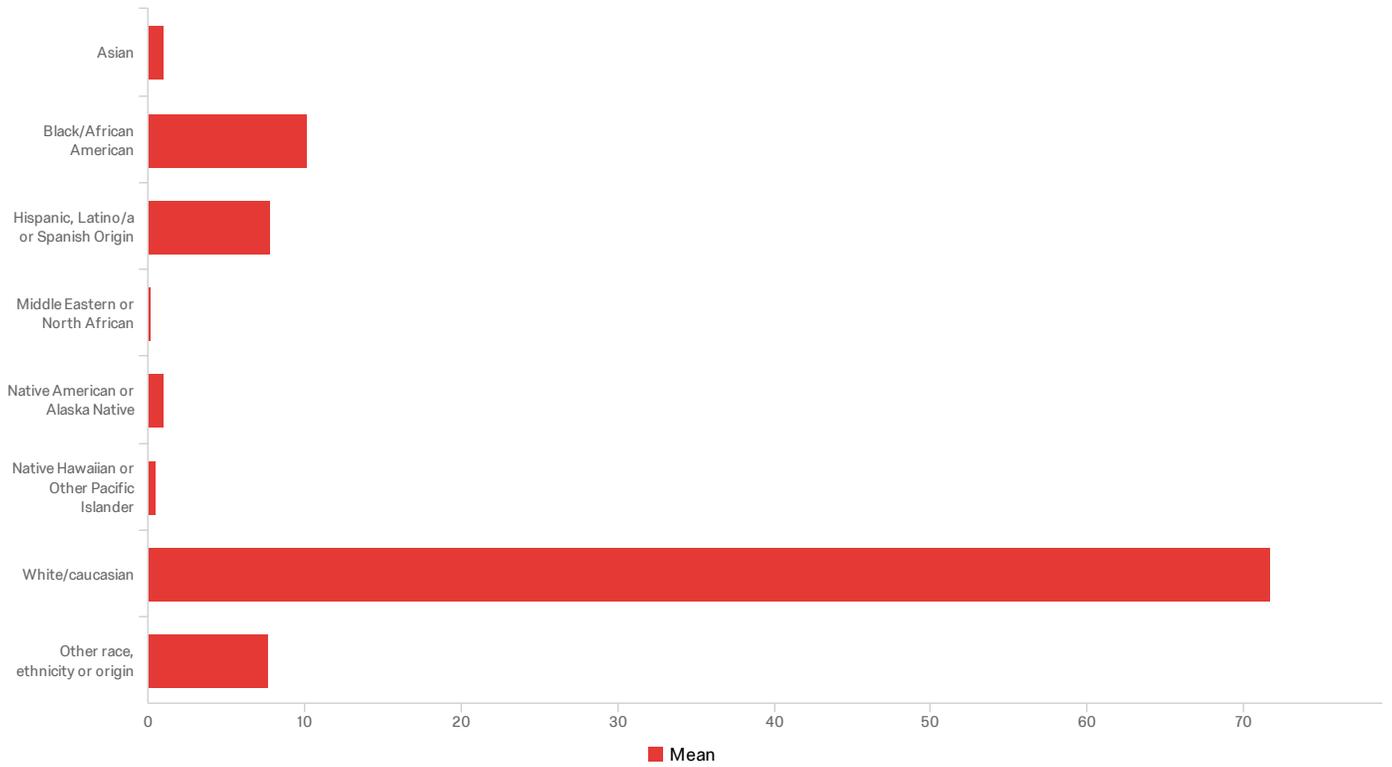
Q7 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



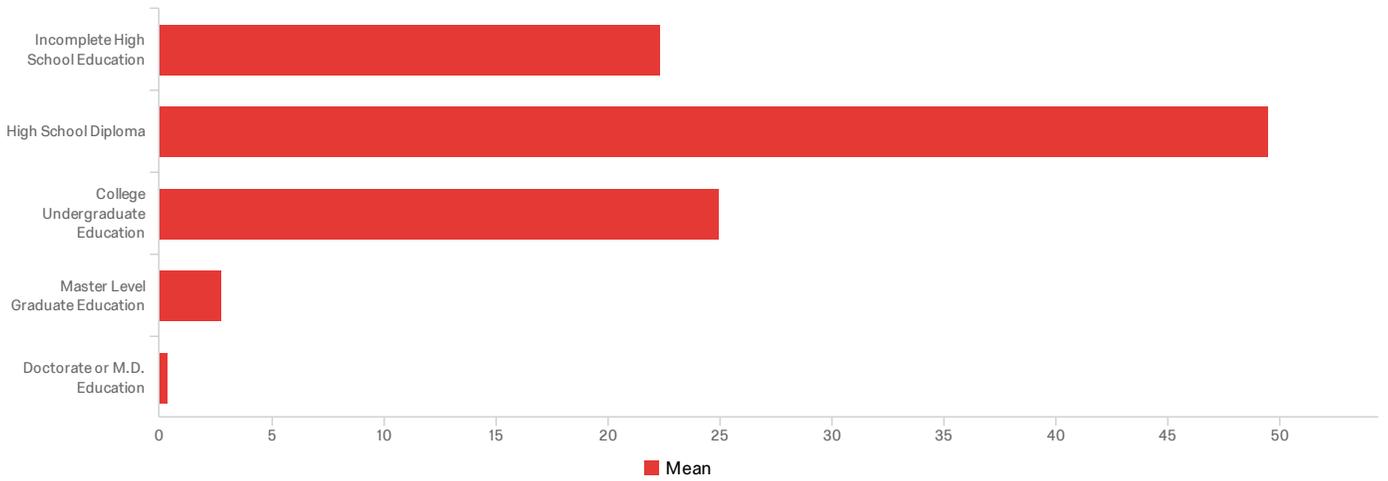
Q8 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



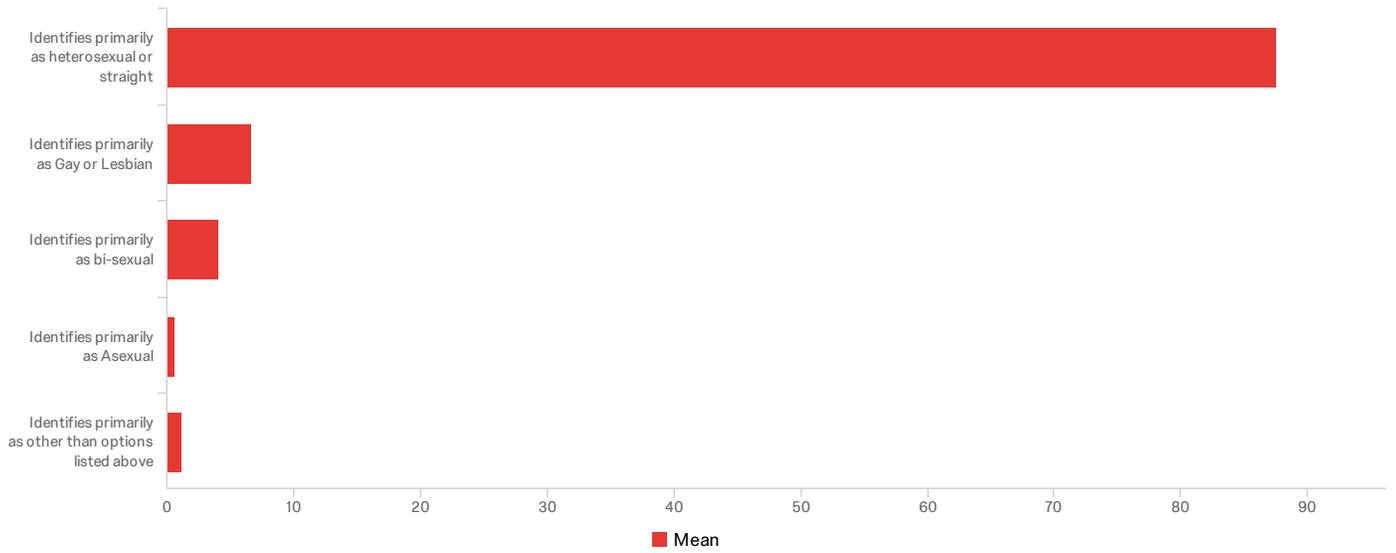
Q9 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



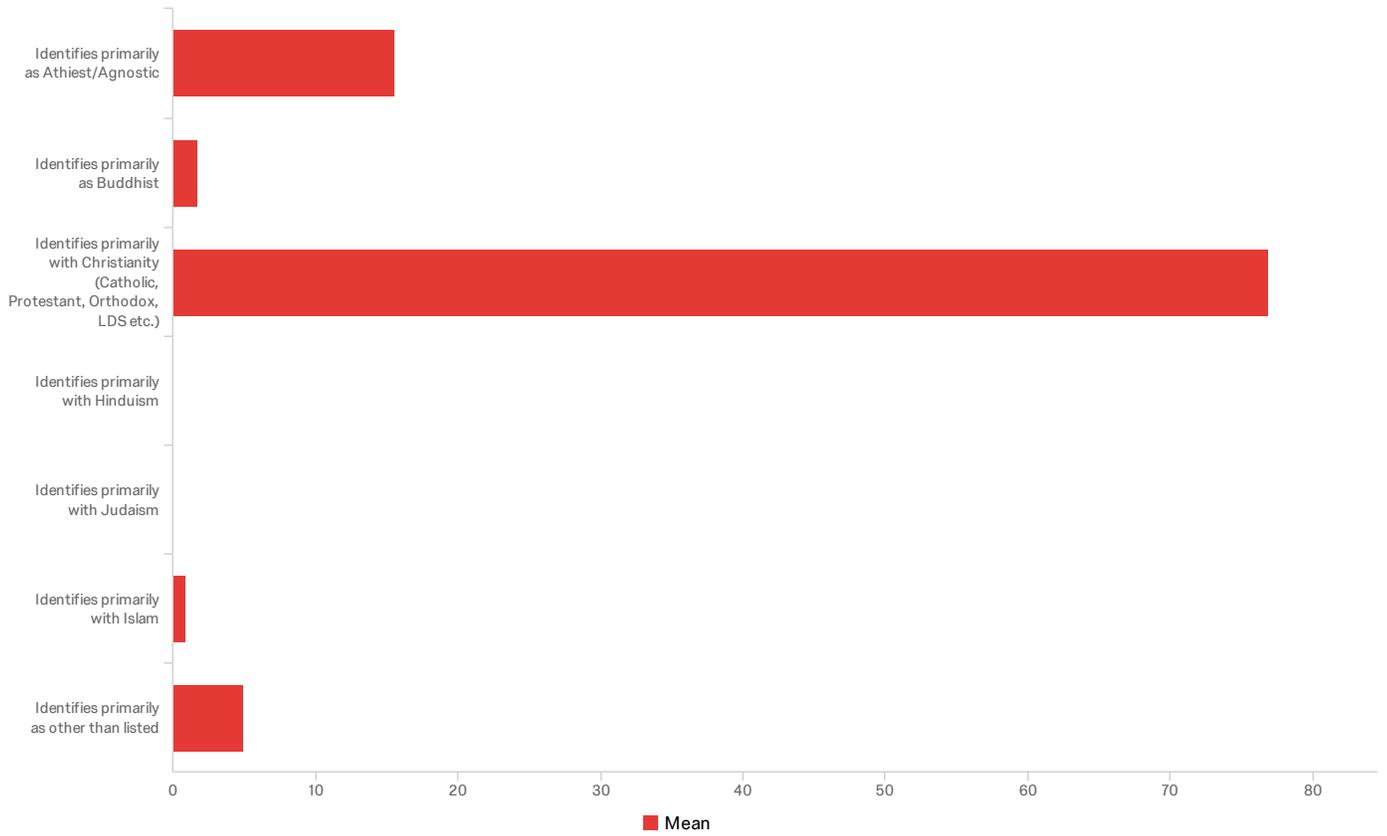
Q10 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



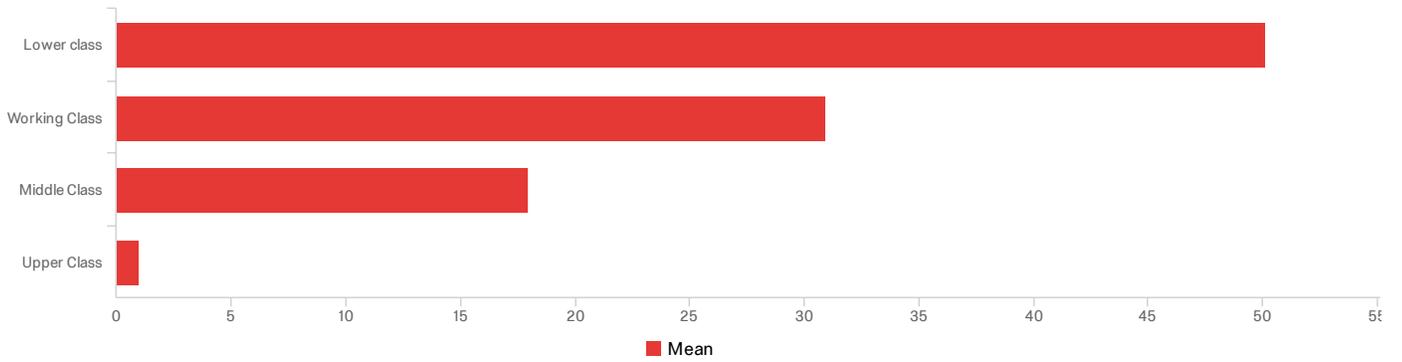
Q11 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



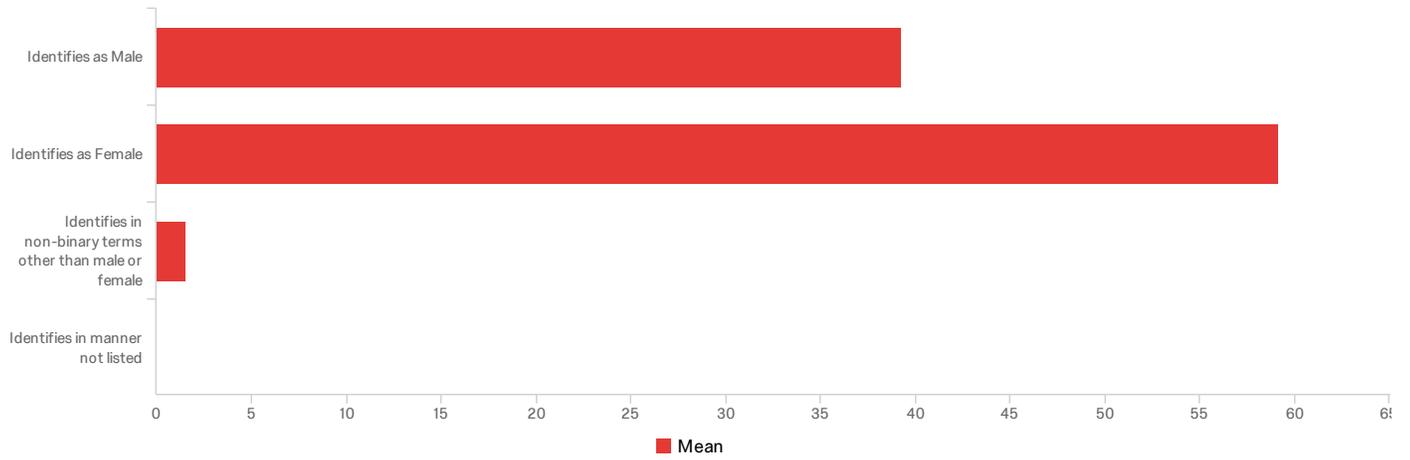
Q12 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



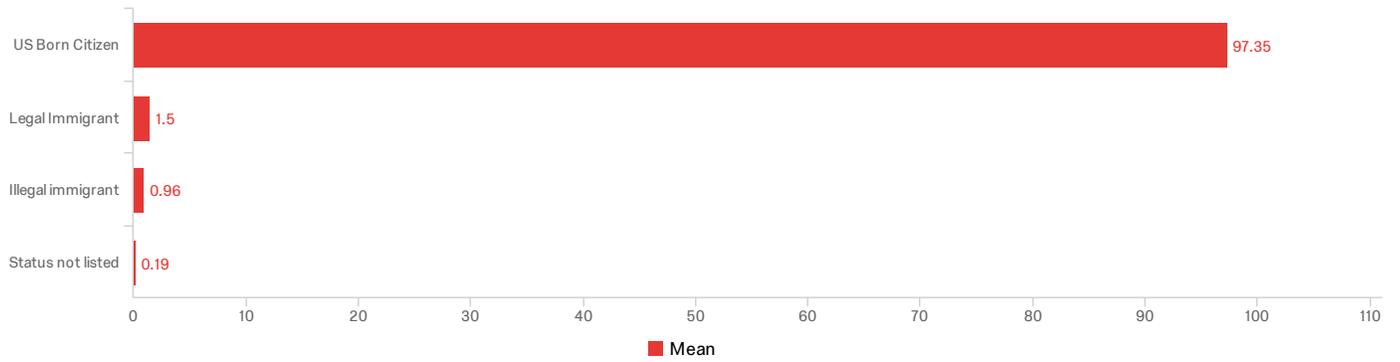
Q13 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



Q14 - Please estimate the percentage of clients you have experienced in the following list.

Must total 100%



Q16 - Regarding the following variables, please select the best descriptors (1 = most like me 5 = most unlike me)

#	Field	Mean
1	Age	3.50
2	Physical Ability	3.04
3	Mental Health Diagnosis	3.62
4	Drug / Alcohol History	3.69
5	Ethnicity/Race	2.04
6	Education	4.31
7	Gender	2.23
8	Religion	2.73
9	SES	3.46
10	Sexual Orientation	1.85
11	US Citizen Status	1.08

Showing rows 1 - 11 of 11

## Q15 - What is your primary placement site

What is your primary placement site

---

Table of Hope/MCC

Cfl

First UMC

Via Christi

Woodlawn Methodist Church Derby

Horizons- Pratt, Anthony, Kingman

CFL

CFL

Cfl

Horizons Mental Health Center

US Probation and Pretrial

Woodlawn United Methodist

First United Methodist Church

first united methodist church

CFL

CFL

The CFL

Heritage Family Counseling

Heartspring

CFL

Via Christi Family Medicine Residency Clinic

Salina Family Healthcare Center (Smoky Hill)

What is your primary placement site

---

Center on Family Living

CFL/Table of Hope

Center on Family Living

CFL

Showing records 1 - 26 of 26

## Q16 - What is your secondary placement site

What is your secondary placement site

---

CFL (Center on Family Living)

Hopenet

Friends

CFL

CFL

CFL

None

CCCK

CFL

Fieldview at Holland

CFL

CFL

CFL

None

Carpenter Place

Fieldview Healthcare

Center on Family Living

CFL

Embrace (Psychoeducation)

Center on Family Living

Blue Sky Perspectives

Embrace

What is your secondary placement site

---

KDOC

None

Showing records 1 - 24 of 24

Q15 - The above survey is very limited. Please feel free to add clarifying comment for a future better assessment.

The above survey is very limited. Please feel free to add clarifying commen...

My percentages are very rough estimates. Would have been easier to list actual total number of clients seen then put the number of that quantity, then make the computer do the math!! :)

In the diagnosis and trauma section I have so many clients with multiple diagnosis I didn't feel that represented my experience correctly.

I feel we miss out on a variety of ages and issues based upon our placement site

Examples for the questions being asked

Showing records 1 - 4 of 4

**End of Report**

Surname	First name	Grade/25.00	Q. 1 /1.00	Q. 2 /1.00	Q. 3 /1.00	Q. 4 /1.00	Q. 5 /1.00	Q. 6 /1.00	Q. 7 /1.00	Q. 8 /1.00	Q. 9 /1.00	Q. 10 /1.00	Q. 11 /1.00
Chappell	Martika	19	1	1	1	0	0	1	0	1	0	0	0
McCarthy	Kathleen	20.25	1	1	1	0	1	0.83	0	1	1	1	0
Current	Grace	20.67	1	1	1	1	0	1	0	1	1	1	0
Briscoe	Miranda	20.83	1	1	1	1	1	0.83	0	1	0	1	1
Young	Alyssa	21.3	1	1	0.8	0	1	1	0	1	1	1	1
Ballard	Katie	21.5	1	1	1	0	1	1	0	1	1	1	1
Bruner	Colby	21.5	1	1	1	0	1	1	0	1	1	1	1
Garcia	Olivia	21.55	1	1	0.8	0	1	0.5	1	1	1	1	0
Chadwick	Karen	22	1	1	1	1	1	1	0	1	1	0	0
Goetzler	Kelly	22	1	1	1	1	1	1	0	1	1	1	0
Overall average		22.15	1	1	0.92	0.36	0.91	0.9	0.36	1	0.91	0.86	0.64
Babalola	Cassandra	22.37	1	1	0.2	0	1	0.67	1	1	1	1	1
Alvarez	Lori	22.5	1	1	1	0	1	1	0	1	1	1	1
Madden	Jennifer	22.5	1	1	1	0	1	1	1	1	1	1	0
Meyer	Hannah	22.67	1	1	1	0	1	0.67	1	1	1	1	1
Orr-Thomps	London	22.8	1	1	0.8	1	1	0.67	1	1	1	0	1
Martinez	Felix	22.83	1	1	1	0	1	0.83	1	1	1	1	1
Medialdea	Brandy	23	1	1	1	0	1	1	1	1	1	1	0
Beach	Brook	23	1	1	1	0	1	1	0	1	1	1	1
Sweat	Steven	23.13	1	1	0.8	0	1	0.83	1	1	1	1	1
Miller	Ryan	23.8	1	1	0.8	1	1	1	0	1	1	1	1
Walker	Genevieve	24	1	1	1	1	1	1	0	1	1	1	1
Brown	Katheryn	24	1	1	1	1	1	1	0	1	1	1	1

Correlation #DIV/0! #DIV/0! -0.11532 0.22703 0.597836 0.024376 0.285017 #DIV/0! 0.577136 0.285725 0.478874

Q. 12 /1.00	Q. 13 /1.00	Q. 14 /1.00	Q. 15 /1.00	Q. 16 /1.00	Q. 17 /1.00	Q. 18 /1.00	Q. 19 /1.00	Q. 20 /1.00	Q. 21 /1.00	Q. 22 /1.00	Q. 23 /1.00	Q. 24 /1.00	Q. 25 /1.00
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	0.67	1	1	0	0.75	1	1	1	1	1	1	1
0	1	0.67	1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	0	1	1	1	1	1	1	1	1
1	1	1	1	1	0	1	1	1	1	1	0.5	1	1
1	1	1	1	1	0	1	1	1	1	1	0.5	1	1

1	1	1	1	1	0	1	1	1	1	1	0.5	1	1
1	1	1	1	1	1	0.75	1	1	1	1	0.5	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	0	1	1	1	1	1	1	1	1	1
0.86	1	0.94	1	0.95	0.73	0.98	1	1	1	1	0.82	1	1
1	1	1	1	1	1	1	1	1	1	1	0.5	1	1
1	1	1	1	1	1	1	1	1	1	1	0.5	1	1
1	1	1	1	1	1	1	1	1	1	1	0.5	1	1
1	1	1	1	1	0	1	1	1	1	1	1	1	1
1	1	0.33	1	1	1	1	1	1	1	1	1	1	1
0	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	0.5	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1	1	1	1	1	1	1

0.228284 #DIV/0! 0.153526 #DIV/0! 0.025968 0.402756 0.32226 #DIV/0! #DIV/0! #DIV/0! #DIV/0! 0.062909 #DIV/0! #DIV/0!

# MSFT Program Faculty Meeting Minutes

Date | time 1/30/2019 10:00 AM | Location Conference Room

Meeting called by	Rebecca Culver-Turner and Chris Habben	Invited Attendees: Steve Rathbun, Michelle Robertson, Jennifer Jay, Chris Habben, Sarah Lyon, Rebecca Culver-Turner Meeting began at 10:13
Meeting values	Informative, collaborative and congruent	

## Agenda Items

Topic	Presenter	Time allotted/Purpose
<b>Stipulations Response</b>		
<input type="checkbox"/> After reviewing the context of Stipulation I-B, what do we want to do with the 694, 695, and 696 “benchmark” data? Do faculty approve of just using 697 data for benchmarking the SLO’s? <i>Propose: remove 694, 695, 696 from the benchmarking in terms of the stipulation response. Keep it to 697 only for benchmarking. 694,5 and 6 can be recognized as formative indicators. The Faculty all accepted this proposal.</i>	Rebecca Culver-Turner	15 minutes/Decision
<input type="checkbox"/> After reviewing the Diversity Exposure Survey data, what are the data telling us? How should we respond as faculty? <i>The site visit just indicated that we should submit survey results data to back this up. Rebecca sent the survey out to cohorts 51 and 53 and received feedback. Faculty reviewed the survey results.</i> <i>The data is telling us that most students do not have exposure to diverse/marginalized clients. Faculty had a discussion about how to incorporate more ways to increase marginalized client contact.</i> <b>Two ACTION items resulted from data analysis:</b> 1) Program will maintain “Working with Underserved and Marginalized” Project in the Social and Cultural class and 2) Program will explore a service-learning project in the future for potentially Foundations.	Rebecca Culver-Turner	15 minutes/Decision
<input type="checkbox"/> What are questions, comments and feedback for the Policy and Procedure Handbook (PPH) Addendum? Do faculty approve of the PPH Addendum? <i>To address the stipulation, we lacked in showing sufficiency of resources and its impact on learning. RCT updated the PPH Addendum and added charts showing how we do this in an attempt to link sufficiency to primary learning goals.</i>	Rebecca Culver-Turner	15 minutes/Decision

Topic

Presenter

Time allotted/Purpose

Review of Stipulation and PPH resulted in one ACTION item 1) Term I and Term IV surveys should be updated to collect clear data regarding this topic. . All Faculty agreed.

More feedback about threshold: discussion around 70% or 80%. Faculty decided to maintain the 70% threshold.

Faculty approved

Discussion around Faculty sufficiency:

We're meeting the Primary Learning Goals, and that proves Faculty sufficiency. The role that faculty play in reaching student learning outcomes is addressed in the term surveys. Supervision sufficiency is an annual problem. Do we know what sufficiency is? Do we have sufficient adjunct faculty? As the surveys are edited, we can keep these things in mind.

Included in the ACTION to review Term One/Term Four surveys is the supervision sufficiency during the summer.

Faculty sufficiency- Faculty approved to keep the recommended sufficiency threshold defined in the PPH.

Discussion around revising/updating curriculum: Used the Term Four Survey data from the Quarterly Review to identify that Capstone needed to be changed. Capstone updating is an example of curriculum change. Rebecca showed it was addressed, and worked on at Faculty meetings, the MSFT Faculty Retreat in Emporia, and with communities of interest. Rebecca used our processes that we have in place to show that we moved towards identifying and then updating/changing. It was approved by everyone, to submit this response to address this stipulation.

Benchmarking Discussion: Chris noticed that Key assessments were not addressed. Approve moving 694, 95, 96 as Formative Indicators and using 697 as benchmark. Approved by all.

Faculty effectiveness stipulation was lacking faculty performance and program director performance. Survey is redone and term one captured that data already this year. PD survey should capture that data when it is implemented and some questions were changed on the PD survey. We will be able to show the data collected recently from the Term one survey. (Alumni survey mentioned). This was already approved at a prior meeting.

Meeting adjourned at 12:03

Topic	Presenter	Time allotted/Purpose
<input type="checkbox"/> What are questions, comments, feedback and suggested edits for the Stipulations Response?	Rebecca Culver-Turner	15 minutes/Decision
<b>Faculty Application and Interview Process</b>		
<input type="checkbox"/> How do the faculty want to approach how the University is modifying the faculty search process?	Chris Habben	15 minutes/Decision
<b>Jurisprudence Exam</b>		
<input type="checkbox"/> How do we want to approach the use, placement, role and value of the Jurisprudence Exam? What does the item analysis indicate?	Chris Habben	15 minutes/Decision

# APPENDIX D

**FRIENDS UNIVERSITY**  
**MASTER OF SCIENCE IN FAMILY THERAPY**  
**FMTH 670: SOCIAL & CULTURAL DIVERSITY IN HUMAN DEVELOPMENT**  
**FALL 2018**  
**3 CREDIT HOURS**  
**SYLLABUS – CLASS 53**

**INSTRUCTOR:** Rebecca Culver-Turner, Ph.D., LCMFT

**CLASSROOM:** Room 101

**PHONE:** 316.295.5179

**E-MAIL:** rebecca\_culver\_turne@friends.edu

**MODULE MEETS:** 5:00-10:00 p.m.

**DATES:** 11.1.18, 11.8.28, 11.13.18 (Tuesday), 11.20.18  
(Tuesday), 11.29.18, 12.6.18, 12.13.18

**Online: 5 hours**

**COURSE DESCRIPTION**

Provides an advanced study of social and cultural diversity and its implications for understanding human development within the context of a systemically informed therapeutic paradigm.

Focuses on developing knowledge, skills, and attitudes for more effective interpersonal therapeutic relationships with clients of a different gender, race, sexual orientation, physical disability, religious preference, etc. Provides an understanding of how diverse values and mores, interaction patterns, social conditions, and trends related to social and cultural diversity impact the therapeutic process

**PRINCIPLES OF MARRIAGE AND FAMILY THERAPY PROFESSIONALS**

**AAMFT Core Competencies**

- Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).
- Evaluate the accuracy and cultural relevance of behavioral health and relational diagnoses.

**AMFTRB Knowledge Domains**

- Impact of social stratification, social privilege, and social oppression on client system
- Impact of economic stressors on presenting problems and treatment
- Implications of human diversity factors on client systems

**AMFTRB Task Statements**

- Review background, history, context, dimensions of diversity, client beliefs, external influences and current events surrounding the origins and maintenance of the presenting issue(s).
- Develop a treatment plan reflecting a contextual understanding of present issues

## **PROGRAM STUDENT LEARNING OUTCOMES**

- Awareness and regulation of self-emotion (1.1)
- Awareness and regulation of self in interaction (1.2)
- Recognition of contextual dynamics (4.1)
- Constructive response to difference (4.2)
- Respect and sensitivity to cultural difference (4.3)

## **COURSE OBJECTIVES**

At the completion of the course students will be able to:

1. Identify and describe issues that challenge and/or augment traditional developmental frameworks such as gender, ethnicity, socio-economic status, race, culture, and spirituality as measured as *measured by reflection papers and the final project* (SLO: 2.1, 2.2, 3.6; IDEA Objective: Gaining factual knowledge (terminology, classification, methods, trends).
2. Develop awareness and sensitivity to regarding experiences and needs of various cultural groups as measured by *reflection papers, SIIA assignment and the final project* (SLO: 1.1;12, 1.3, 3.6; IDEA Objective: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course).
3. Identify awareness of personal awareness, sensitivity, and meaningful response to difference as measured by *reflection papers and SIIA assignment* (SLO: 1.1;12, 1.3, 3.6; IDEA Objective: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course).
4. Identify and engage the interaction between change processes and client/system contextual factors including gender, ethnicity, race, culture, socio-economic status, and spirituality as measured by the *reflection papers, SIIA assignment and final project*. (SLO 1.5; 3.6 IDEA Objective: Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course)

## **LEARNING METHODS**

Approaches to learning will include some in-class review of primary learning from weekly readings, in-class skill practice, reflection papers, a culturally immersive experience and/or psychoeducational offerings to marginalized and/or underserved populations. Students are expected to complete all assigned readings, additional reading by student choice, and to participate in all in-class learning activities in support of accomplishing course competencies.

### **REQUIRED READINGS:**

- Bernal, G., & Domenech-Rodriguez, M. (2009). Advances in Latino Family Research: Cultural Adaptations of Evidence Based Interventions. *Family process*, 48(2), 169-178
- Coleman, E., Bockting, W., Botzer, M., Cohen-Kettenis, P., DeCuypere, G., Feldman, J., ... Zucker, K. (2012). Standards of Care for the Health of Transsexual, Transgender, and Gender-Nonconforming People, Version 7. *International Journal of Transgenderism*, 13(4), 165-232.
- Coolhart, D., Provancher, N., Hager, A., & Wang, M-N. (2008). Recommending transsexual clients for gender transition: A therapeutic tool for assessing readiness. *Journal of GLBT Family Studies*, 4, 301-324.
- Gall, T.L., Charbonneau, C., Clarke, N. H., Grant, K., Joseph, A., & Shouldice, L. (2005). Understanding the nature and role of spirituality in relation to coping and health: A conceptual framework. *Canadian Psychology/Psychologie Canadienne*, 46(2), 88-104.
- Fischer, P., Ai, A. L., Aydin, N., Frey, D. & Haslam, S. A. (2010). The relationship between religion identity and preferred coping strategies: An examination of the relative importance of interpersonal and intrapersonal coping in Muslim and Christian Faiths. *Review of General Psychology*, 14, 365-381
- Hagerman, M. A. (2018). *White kids*. New York University Press: New York.
- Hardy, K. V., Hernandez, A. M. & Awosan, C. I. (2016). Making the invisible visible: A closer look at social class in supervision and training. In K. V. Hardy & T. Bobes (Eds.), *Culturally sensitive supervision and training: Diverse perspectives and practical applications* (pp. 35-42). New York, NY: Routledge.
- Knudson-Martin, C., Huenergardt, D., Lafontant, K., Bishop, L., & Schaepper, J. (2015). Competencies for addressing gender and power in couple therapy: A socio emotional approach. *Journal of Marital and Family Therapy*, 41, 205-220.
- McDowell, T., Knudson-Martin, C., & Bermudez, J. M. (2018). *Socioculturally attuned family therapy*. New York: Routledge.
- Owen, J., Tao, K. W., Imel, Z. E., Wampold, B. E., & Rodolfa, E. (2014). Addressing racial and ethnic microaggressions in therapy. *Professional Psychology: Research and Practice*, 45(4), 283-290.
- Shelton, K., & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology*, 58(2), 210-221

### **RECOMMENDED READINGS: (Potential resources for final project):**

- Awosan, C. I., Sandberg, J.G., & Hall, C. A. (2011). Understanding the experience of Black clients in marriage and family therapy. *Journal of Marital and Family Therapy*, 37(2), 153-168.
- Barajas-Gonzalez, R., & Brooks-Gunn, J. (2014). Income, neighborhood stressors, and harsh parenting: Test of moderation by ethnicity, age, and gender. *Journal of Family Psychology*, 28(6), 855-866. doi: 10.1037/a0038242
- Creedon, T.B. & Le Cook, B. (2016). Access to mental health care increased but not for substance use, while disparities remain. *Health Affairs*. Retrieved from <http://content.healthaffairs.org/content/35/6/1017.full?ijkey=lz9k2acwGtIhY&keytype=ref&siteid=healthaff%2520>

- Coolhart, D., Baker, A., Farmer, S., Malaney, M. & Shipman, D. (2013). Therapy with transsexual youth and their families: A clinical tool for assessing youth's readiness for gender transition. *Journal of Marital & Family Therapy*, 39, 223-243.
- Counseling psychology model training values statement addressing diversity. (2009). *Counseling Psychologist*, 37, 641-643.
- Cundiff, J. L., Zawadzki, M. J., Danube, C. L., & Shields, S. A. (2014). Using experiential learning to increase the recognition of everyday sexism as harmful: The WAGES intervention. *Journal of Social Issues*, 70(4), 703-721.
- Dovidio, J. F., Gaertner, S. L., Kawakami, K., & Hodson, G. (2002). Why can't we all just get along? Interpersonal biases and interracial distrust. *Cultural Diversity and Ethnic Minority Psychology*, 8(2), 88-102.
- Garcia, M., & McDoell, T. (2010). Mapping social capital: A critical contextual approach for working with low-status families. *Journal of Marital and Family Therapy*, 36(1), 96-107.
- Gunn, D. (2016, June 8). The persisting racial gap in mental health care treatment. *Pacific Standard*. Retrieved from <https://psmag.com/the-persisting-racial-gap-in-mental-health-care-treatment-ee8580ea91f2#.uq9km6ne2>
- Hardy, K. V. (1989). The theoretical myth of sameness: A critical issue in family therapy training and treatment. *Journal of Psychotherapy & the Family*, 6-(1-2), 7-33
- Illfelder-Kaye, J., Lese-Fowler, K., Bursley, K., Reyes, E., & Bieschke, K. J. (2009). Implementing the training values statement addressing diversity in university counseling center internships. *Counseling Psychologist*, 37, 721.
- Istar Lev, A. (2010). How queer! The development of gender identity and sexual orientation in LGBTQ-headed families. *Family Process*, 49(3), 268-290.
- Jackson, G. L., Trail, T. E., Kennedy, D. P., Williamson, H. C., Bradbury, T. N., & Karney, B. R. (2016). The salience and severity of relationship problems among low-income couples. *Journal of Family Psychology*, 30(1), 2-11.
- Knudson-Martin, C., Wells, M. A., and Samman (Eds). *Socio-emotional relationship therapy: Bridging emotion, societal context and couple interaction*. New York: Springer.
- Massey D. S. & Denton, N A. (1993). *American apartheid*. Harvard University Press: Cambridge, MS.
- Murray, K. E., Davidson, G. R., & Schweitzer, R. D. (2010). Review of refugee mental health interventions following resettlement: Best practices and recommendations. *The American Journal of Orthopsychiatry*, 80(4), 576-585.
- McNeil Smith, S., Reynolds, J. E., Fincham, F. D., & Beach, S. R. H. (2016). Parental experiences of racial discrimination and youth racial socialization in two-parent African American families. *Cultural Diversity and Ethnic Minority Psychology*, 22(2), 268-276.
- Oberlander, S. E., Agostini, W. R. M., Houston, A. M., & Black, M. M. (2010). A seven-year investigation of marital expectations and marriage among urban, low-income, African American adolescent mothers. *Journal of Family Psychology*, 24(1), 31-40. doi: 10.1037/a0018075
- Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., & McCullough, J. R. (2015). Multicultural and social justice competencies. American Counseling Association
- Seponski, D. M., Bermudez, J. M., & Lewis, D. C. (2013). Creating culturally responsive family therapy models and research: Introducing the use of responsive evaluation as a method. *Journal of Marital and Family Therapy*, 39(1), 28-42.

- Solórzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(1/2), 60-73
- Sue, D. W. (2001). Multidimensional facets of cultural competence. *The Counseling Psychologist*, 29, 790-821.
- Sue, D. W., Arredondo, P., & McDavis, R. J. (1992). Multicultural counseling competences and standards: A call to the profession. *Journal of Counseling & Development*, 70, 477-486.
- Watkins, N. L., Labarrie, T. L., & Appio, L. M. (2010). Black undergraduates' experiences with perceived racial microaggressions in predominately White colleges and universities. In D. W. Sue (Ed.), *Microaggressions and Marginality* (pp. 25-51). Hoboken, NJ: Wiley.
- Weine, S. M. (2011). Developing preventive mental health interventions for refugee families in resettlement. *Family Process*, 50(3), 410-430.

**Course Schedule**

<b>Week</b>	<b>Date(s)</b>	<b>Required Reading</b>	<b>Topics Covered</b>	<b>Assignments Due</b>
1	Nov. 1 <sup>st</sup>		Introduction to the Course Introduction to Multicultural Competency Introduction to Power and Privilege	
2	Nov. 8 <sup>th</sup>	Hagerman, 2018 (chapt.1, 2, 3, 6, 7)	Working with Underserved Populations Institutional Racism Systemic Inclusive Integrative Assessment (SIIA)	Week #2 Quiz
3	Nov. 13 <sup>th</sup> <b>TUES.</b>	Bernal, 2009; McDowell, 2018, (chapt. 3, 8); Owen, 2014	Working with Underserved Populations Microaggressions	Week #3 Quiz SIIA Reflection Due
4	Nov. 20 <sup>th</sup> <b>TUES.</b>	Fischer, 2010; Gall, 2005; Hardy, 2016	Working with Underserved Populations Class Religious Difference Integrating Spirituality <i>Guest speaker: Dr. Dan Lord</i>	Week #4 Quiz Final Project: Part I Due
5	Nov. 29 <sup>th</sup>	Knudson-Martin, 2015; McDowell, 2018 (chapt. 4, 5); <i>HBR Women at Work Podcast: Lead with Authenticity</i>	Gender	Week #5 Quiz
6	Dec. 6 <sup>th</sup>	Coleman et al., 2012 (skim); Coolhart et al., 2008; Shelton, 2011	Sexual Minorities Transgender Clinical Competency <i>Guest speaker: Lori Haas</i>	Week #6 Quiz
7	Dec. 13 <sup>th</sup>	McDowell, 2018 (chapt. 14)	Small Group Presentations	Week #7 Quiz Final Project: Part II Due

## Course Assignments

### **1. Class Participation (10 points per class; 70 points total):**

Active informed participation and attendance is expected. Students are expected to have completed the assigned readings and viewings before the class period in which they are listed on the Moodle schedule and to actively contribute to class discussions. Student preparation and involvement is important to a beneficial class experience. Since class discussions form a key part of the learning process in this course, a high priority should be put on class attendance.

Unexcused absences could result in loss of course points beyond class participation points listed here. This will be discussed at length on the first night. **These must be completed in order to receive the class participation points as well. See attendance policy.**

*Class Participation Evaluation Criteria.* Quality of class participation over the course will be assessed with the following rubric as a guide:

- **Proactive Participation:** (A range) contributions that reflect active involvement with the material on an intellectual and/or emotional level. Demonstrated ability to listen to feedback from others, self-reflect on the presented ideas, and critically integrate feedback with own opinions is needed. Quality over quantity of active participation needs to be demonstrated. Display of genuine respect for others. *Willingness to share genuine thoughts and reactions of relevance that contributes to honest and constructive dialogue and exploration of topic being discussed.*
- **Reactive participation:** (A- to B range) supportive contributions that are relevant and valuable to the discussion but rely on the leadership of others. Demonstration of active listening is used.
- **Passive Participation:** (B- to C range) present, awake, alert, attentive but not actively involved.
- **Uninvolved:** (D/F range) absent, present but inattentive, sleeping, irrelevant comments, questions or behaviors that inhibit the progress of the discussion. Extreme monopolizing of discussions (and not receiving feedback well on such behavior) would be counted as Uninvolved.

### **2. Systemic Inclusive Integrative Assessment (SIIA) Self-Reflection (20 points):**

- a. Students will assess themselves using the SIIA. Each circle needs to be filled out and needs to demonstrate the student's knowledge, self-awareness, and insight. Additional research is needed for the Pancultural and Contextual circles.
- b. Additional reflection questions:
  - How did each circle interact or impact the other circles?
  - What areas did you have to gather additional information or seek more consultation?
  - Is there any area that you experience more assumptions, biases and/or microaggressions?
  - Select a "presenting problem" currently or historically that you've experienced. As you look through the lens of the SIIA, what does it look like now?

3. **Quiz (15 points each/105 points total):**
  - a. Students will be assigned readings for each class. Students are required to read and be prepared for each class. At the beginning of each class, students will be given a quiz to complete over the assigned readings.
  - b. **See attendance policy.**
  
4. **Reflection Teams (10 points each/60 points total)**
  - a. Students will participate in a Reflection Team experience each week. Discussion will be focused on the readings and class lecture. Students will receive points based on their participation as a client and participation as a Reflection Team member. Students must stay within the parameters to receive full points. Students must be present to participate.
  - b. **See attendance policy.**
  
5. **Final Project (75 points total) (see below)**

## Working with Underserved and Marginalized Populations: Final Project

*(time outside of class equivalent to 5 hours online)*

*75 points*

a. **OPTION #1: Construct a Psychoeducation Group Targeting an Underserved Population (see grading rubric)**

**PART I: DUE NOVEMBER 20<sup>TH</sup>**

- i. **Population Considerations:** Students will need to write a two-page paper over the specific considerations with the targeted underserved population. It is strongly recommended that students choose a population and location that is different than their internship site. Students are encouraged to consider reaching out to non-profits, outreach programs and/or advocacy programs. Approval is needed for any on-site selections. Students need to include a description regarding the Pancultural and Contextual circles from the SIIA. Considerations may include additional measures that may be needed to build alliance and trust. Use of at least 4-5 resources/additional research and APA format is required. *Due November 20<sup>th</sup>.*
- ii. **Psychoeducation Services Delivery Plan:** Students will complete a Psychoeducation Services Delivery Plan for approval from their Program Supervisor and Clinical Director. Students can integrate advocacy efforts and/or other support mechanisms in their group. *Due November 20<sup>th</sup>*

**PART II: DUE DECEMBER 13<sup>TH</sup>**

- iii. **Therapist Reflections:** Students need to have completed at least one to two group sessions by the time they present. Students will provide a two to three-page paper comparing their initial research from population considerations with their group experience so far. *Due December 13<sup>th</sup>*
- iv. **Presentation and Discussion:** Students will provide a presentation and facilitate a discussion based on their experiences. Students will be divided into smaller groups to allow for in-depth discussions and experiential activities. *Due December 13<sup>th</sup>*

b. **OPTION #2: Cultural Plunge and SIIA Application (see grading rubric)**

**PART I: DUE NOVEMBER 20<sup>TH</sup>**

- i. **Population Considerations:** Students will need to write a two-page paper over the specific considerations with the targeted underserved and/or marginalized population. Students will need to provide a description of their proposed cultural plunge and interviewee. It is strongly recommended that students choose a population that is different than their internship site. Students are not allowed to select family members or friends. Students need to include a description that includes the Pancultural and Contextual circles from the SIIA. Use of at least 4-5 resources/additional research and APA format is required *Due November 20<sup>th</sup>*
- ii. **Cultural Plunge Immersion Experience Proposal:** Students will either select a cultural immersion experience or construct one with one of the

professors to increase the exposure and interaction with a specific population. The purpose of this exercise is intended to be **immersive**- not just observant. *Due November 20<sup>th</sup>*

**PART II: DUE DECEMBER 13<sup>TH</sup>**

- iii. **SIIA Interview:** Students will select someone from the same population to go through the SIIA. *Due December 13<sup>th</sup>*
- iv. **Therapist Reflections:** Students need to have completed their immersion project and SIIA Interview. Students will provide a two to three-page paper comparing their initial research from population considerations with their immersion and SIIA Interview. *Due December 13<sup>th</sup>*
- v. **Presentation and Discussion:** Students will provide a presentation and facilitate a discussion based on their experiences. Students will be divided into smaller groups to allow for in-depth discussions and experiential activities. *Due December 13<sup>th</sup>*

c. **OPTION #3: Treatment Modification and Application (see grading rubric)**

**PART I: DUE NOVEMBER 20<sup>TH</sup>**

- vi. **Population Consideration:** Students will need to write a two-page paper over the specific considerations with their client population. Students need to include a description that includes the Pancultural and Contextual circles from the SIIA. Considerations may include additional measures that may be needed to build alliance and trust. Use of at least 4-5 resources/additional research and APA format is required. *Due November 13<sup>th</sup>*
- vii. **Treatment Modification Proposal:** Students will select a current client from an underserved and marginalized population. The client will need to sign the “*Media Release for Training*” and mark, “For individual or small group viewing by advanced and/or beginning student therapists in the Friends University Master of Science in Family Therapy (MSFT) Degree”. The student needs to submit a modified Treatment Plan that demonstrates an awareness of the unique social context for the client. *Due November 13<sup>th</sup>*

**PART II: DUE DECEMBER 13<sup>TH</sup>**

- viii. **Treatment Modification Application:** Students will bring a 7-10 minute video from a client session. The recording needs to clearly show the way treatment was modified to fit the social context for the client(s). *Due December 13<sup>th</sup>*
  - i. **Therapist Reflections:** Students need to have completed at least one to two group sessions by the time they present. Students will provide a two to three-page paper comparing their initial research from population considerations with their group experience so far. *Due December 13<sup>th</sup>*
  - ix. **Presentation and Discussion:** Students will provide a presentation and facilitate a discussion based on their experiences. Students will be divided into smaller groups to allow for in-depth discussions and experiential activities. *Due December 13<sup>th</sup>*

<b>GRADING</b>	A = 90-100%
	B = 80-89%
	C = 70-79%
	D = 60-69%
	F = 59% and below

## CLASS POLICIES

*Above all, work with your instructor to solve any problems you may have related to the coursework. In general, instructors will be willing to negotiate with you regarding assistance you require in order to have a successful, academic experience.*

- Attendance is required. **Attendance is required and expected at each class.** If, for some reason, you must miss all or a portion of a class, you must notify the instructor at least 24 hours before that specific class. The instructor/faculty will then decide if an alternative assignment will be given to make-up for any lost attendance points. The instructor/faculty may decide not to offer an alternative assignment. Students who either arrive late or leave a class early will be penalized for their absence/s. Point reductions will occur in the class participation portion of your grade for that class period. Class participation points for each class period will be adjusted for time absent from class. Missing more than half of class and/or **leaving after dinner** will result in no points for that class period. Any exams that are given during the time that a student is absent can only be made up by special consent of the instructor. Students who miss a quiz during an absence or a late arrival will not be allowed to make up that particular quiz or given extra time to complete the quiz unless otherwise noted by the instructor.
- Assignments are due as noted in the syllabus. If you are unable to complete an assignment, you **MUST** notify the instructor at least 24 hours in advance. **Late assignments will receive one full letter grade reduction for each day that the assignment is late.** Any assignments that are received 5 or more days after the due date will receive a zero for that assignment.
- Students are responsible for all information contained in this syllabus.
- Students should keep a copy of all written material turned in to satisfy course requirements. The professor may ask for a copy of the material if necessary.
- The professor reserves the right to change schedules and assignments, as she or he deems necessary. Any changes will be announced to the class.
- Friends University expects its students to act with integrity as part of its academic community. Violation of academic integrity includes but is not limited to cheating, plagiarism, collaboration when collaboration has been prohibited, falsifying information, and encouraging the academic dishonesty of others. Upon violation of the academic honesty policy, an instructor may impose sanctions that include a failing grade in the course. Additional sanctions may include a written report being filed with the Vice President for Academic Affairs. For more information see the Academic Honor Code Policy in the Friends University Catalog.
- Friends University is committed to making sure the needs of disabled students are met. If you have any condition such as a physical or learning disability that will require academic accommodation, please notify the instructor during the first or second week of

the course or contact the Dean of Students for further assistance. See the Friends University Catalog, p 11.

8. **Social Networking:** Each student in the program is respectfully asked to remain off their cell phones, the Internet, the World Wide Web, and their e-mail during class. Any student who chooses to use social media (e.g., *Facebook*) or engage in non-class related cell phone/Internet activities (e.g. texting, checking stocks, following athletic events, etc.) during class time will be asked to immediately leave the class for that evening. The student will also receive a zero for any work and/or participation points for that night. Students who need to be granted a special concession during a given class period for specific circumstances (e.g., a family member is ill; a potentially suicidal client) are asked to consult with the instructor at the beginning of class or during a break.

For more information about courses offered by the Graduate Program, to comment about this or other courses offered by the MSFT program call or write: Friends University  
2100 W. University Avenue  
Wichita, KS 67213

Vice President of Academic Affairs:  
Dr. Jasper Lesage  
316-295-5881; 1-800-794-6945, ext. 5881  
[Jasper\\_lesage@friends.edu](mailto:Jasper_lesage@friends.edu)

Master of Science in Family Therapy  
Friends University  
2100 W. University Avenue  
Wichita, KS 67213

Wichita Program Director:  
Dr. Rebecca Culver-Turner  
800-794-6945 ext. 5179  
[susan\\_dutcher@friends.edu](mailto:susan_dutcher@friends.edu)

Kansas City Program Director:  
Dr. Chris Habben  
800-794-6945, ext. 8706  
[chabben@friends.edu](mailto:chabben@friends.edu)

### **Academic Honor Code Policy**

Friends University, an educational community that has existed more than 100 years, is committed to the principles of honesty, fairness and respect for others. The University recognizes the need to foster a trusting environment to enable the pursuit of knowledge. To that end, students, faculty, staff and administrators must uphold high academic and ethical standards in the classroom.

### **Academic Honor Code Violations**

1. **Cheating:** This includes, but is not limited to, unauthorized use of books, library materials, notes, study aids or information on an examination or quiz; b) altering a graded work after it has been returned, then submitting the work for re-grading; c) using another person's work and submitting that work as your own; d) submitting identical or similar papers for credit in more than one course without prior permission from the course instructor.
2. **Plagiarism:** Defined as the use of another's written work without proper citation, including borrowing of an idea or phrase or para-phrasing of material without proper citation; b) use of another student's work in any form; c) the purchase and/or use of a paper or assignment written by someone other than the student.

3. **Fabrication:** Falsifying, inventing, forging or altering any information, data, citation or academic record; b) presenting data that were not gathered in accordance with standard guidelines defining the appropriate methods for collecting or generating data and failing to include an accurate account of the method by which the data were gathered or collected.
4. **Obtaining an Unfair Advantage:** Obtaining or giving assistance to another person during an examination/quiz unless collaboration is permitted; b) obtaining, attempting to obtain or use of obtained copies of non-circulated examinations or questions; stealing, destroying, defacing or concealing library materials with the purpose of depriving others of their use; c) intentionally interfering with another student's academic work; d) unauthorized use of any electronic devices or otherwise undertaking activity with the purpose of creating or obtaining an unfair academic advantage over other students' academic work.
5. **Aiding and Abetting Academic Dishonesty:** Providing material, information, or other assistance to another person with knowledge that such aid could be used in any of the violations stated above, or b) providing false information to a University official conducting an inquiry regarding academic integrity.
6. **Falsification of Records and Official Documents:** Altering documents affecting academic records; b) forging signatures of authorization or falsifying information on an official academic document including but not limited to a grade report, letter of permission, petition, drop/add form, ID card, or any other official University document.
7. **Unauthorized Access:** Gaining unauthorized access to University computerized academic or administrative records or systems; b) viewing or altering computer records; c) modifying computer programs or systems; d) releasing or dispensing information gained via unauthorized access; e) or interfering with the use or availability of computer systems or information.

### **Academic Honor Code Sanctions**

**Sanctions for Minor Offenses:** The professor suspects and verifies violation of the honor code and notifies the Division Chair/Program Director who sends the information to the Records office to check for prior offenses. The professor meets with the student to discuss the problem. If the student has no priors, he or she can admit and accept the sanction (generally a zero for the assignment). If the student disagrees, a meeting with the Division Chair/Program Director is scheduled. If the student agrees to the sanction at this meeting, notification is sent to the advisor and appropriate, the case is closed and filed in the Records office. If there is no agreement, the case is sent to the Academic Integrity Board for final decision.

**Sanctions for Major Offenses:** Major offenses and all second (or 2+) time offenses are heard by the Academic Integrity Board. If student is deemed not guilty, the case is closed and the information filed in the Records office. If the student is found responsible, sanctions could include a failing grade for the course, a notation on the transcript, suspension or expulsion from the University or any combination of these sanctions.

### **Disciplinary Procedure**

The Vice President of Student Affairs will serve as the coordinator for all disciplinary procedures. The Vice President may choose other University staff or the Campus Council

Judicial Board to serve as his/her designee to carry out these procedures. This will generally happen at non-Wichita locations or when residence life violations occur.

**Complaint Procedure:** Any member of the University community (students, faculty or staff) may bring a complaint to the Vice President of Student Affairs. Provided that the Vice President of Student Affairs finds the complaint to be a violation subject to these procedures, the student(s) charged will be sent a notice or called to establish a time for a student conference with the Vice President.

**Prohibited Conduct:** In addition to the student conduct code, community life standards, and other rules and regulations set forth by Friends University, the following policies have been established concerning student conduct:

- *Being Present During a Violation:* Anyone found to be present during a violation may be charged with the violation.
- *Disruptive or Inappropriate Behavior:* Behavior that interferes with the normal operations or the educational objectives of the University is prohibited.
- *Falsification of Information:* No student shall counterfeit, forge, falsify or attempt to alter any record, form or document used by the University. No student shall provide false or misleading information to a University official.
- *Gambling:* Any form of gambling, including Internet gambling, that is in violation of state law is prohibited by students and prohibited on University property.
- *Harassment:* Behavior that discriminates against an individual based on race, color, religion, national origin, sex, marital, age, disability or veteran status will not be permitted. In addition, making sexual advances or remarks and/or physical or expressive behavior of a sexual nature will not be tolerated. (Employees of Friends University must also abide by equal opportunity and harassment policies.) Students should refer all incidents of harassment to the Vice President of Student Affairs. If the accused person is a student, the complaint will be processed by the Vice President of Student Affairs using disciplinary procedures. If the accused person is an employee, the complaint will be processed by the Director of Human Resources using employee guidelines.

**Hearing Procedures:** The Vice President of Student Affairs or designee will serve as the hearing officer, and hearings will be open only to those persons who are part of the proceedings. Students involved in a hearing must keep all information from the hearing confidential. The Hearing Officer shall be responsible for rendering a decision of responsible or not responsible for alleged violations. The accused student shall receive written notification of the decision and any sanctions imposed. The decision may also be shared with the complainant. In cases where a serious violation has occurred and/or disciplinary suspension may occur, the Director of Residence Life and Director of Security may also attend. They, along with the Vice President of Student Affairs, will act as a hearing panel and will decide responsibility and any sanctions imposed.

**Sanctions:** The purpose of a sanction is primarily to educate an individual by increasing his/her awareness of the consequences of conduct violations and the importance of responsibility to the University community for one's actions. In dealing with a student, the University staff may take into account the student's disciplinary history during the entire time the individual has been a student at the University. The following sanctions, or combination thereof, may be imposed by the Vice President of Student Affairs or designee.

- *Admonition:* This sanction constitutes a written notice to the student that their conduct is in violation of University policies and such violations or acts of misconduct are not condoned by the University.
- *Censure:* This sanction is given for those situations in which the infraction has caused serious questions regarding the individual's ability to cope with the standards of the community.
- *Probation:* This sanction is one that places the student in serious jeopardy with the University. Further conduct violations may result in suspension or expulsion.
- *Temporary Suspension:* Pending a formal hearing, the Vice President of Student Affairs may immediately act to remove a student who may be acting contrary to the safety or well-being of oneself, others or to the educational mission of the University.
- *Suspension:* This sanction is one of involuntary separation of the student from the University for a set period of time. Students shall not receive grades and refunds of money, which would be appropriate if they were voluntarily withdrawing from the institution. Permission to apply for readmission may be granted with or without stipulations.
- *Expulsion:* This sanction is one of permanent separation of the student from the University. Expelled students will not be granted the privilege of re-admittance.
- *Additional Stipulations:* It is the prerogative of the Hearing Officer to add stipulations to any sanction. Examples include, but are not limited to: counseling, revocation and/or limitation of privileges, restitution, community service, educational projects or programs, or letters of apology.

**Appeal Procedures:** An accused student has the right to appeal based on the severity of the sanction or additional evidence obtained since the hearing. Appeals must be made in writing to the Vice President of Student Affairs within five days of receiving official notice of sanction. The President will be the final authority on all appeals.

# APPENDIX E

# Friends University MSFT Program Kansas City

Quarterly Data Review Three



**FRIENDS UNIVERSITY**

September 12, 2018

Authored by: Christopher M Habben, Ph.D. LCMFT Program Director & Rebecca Culver-Turner, Ph.D., LCMFT

# Quarterly Data Review Three

## Regular Meeting Agenda

**Date:** September 12, 2018  
**Time:** 9:00 am to 12:00 pm  
**Location:** Friends University (MSFT Conf Room -Kansas City Center)

---

- I. Call to Order
- II. Annual Data Report
  - a. Data Identified and Benchmarked from the Assessment Plan
- III. Work Plan 2017-2018 Development
- IV. Other
- V. Adjourn

## Quarterly Three Data Review

The MSFT Program has a publically outlined assessment plan developed in an effort to articulate a plan for collecting meaningful and relevant data as evidence to student learning and to overall program functioning. The assessment plan articulates the broad learning goals of the MSFT program predicated upon *professional marriage and family therapy principles* and the specific student learning outcomes reflecting those broad learning competencies. The plan also identifies program achievement data of students and graduates progressing through gateways between application to the program and the independent licensure of program graduates. The assessment plan further delineates steps for identifying measures of students learning and benchmark goals for accomplishing learning. Data also is reflective how means to determine the overall level of functioning of the program to assure on-going quality assurance.

The quarter three review allows the program to review data of the previous academic year. The following data summary will review collected data for the 2017-2018 academic year unless otherwise stated.

### Data Summary

#### *Cohort Constituency*

The following demographic information reflects the demographics of the 2017-2018 academic year, the advanced student cohort, Cohort 52 and the first year student cohort, Cohort 54. Cohort 52 had 19 students and Cohort 54 had 25 for a total of 44 students. The ideal number for the program, is 28 students per cohort or 56 students. **The MSFT program in Kansas City was 12 students from maximum in 2017-2018.**

Wichita continues to maintain a health number of enrolled students operating at a full capacity.

Cohort	Total Enrollment	Male/Female	Non-White	Average Age
K.C. 50	25	3 Male 22 Female	24% (6)	36.69
K.C. 52	20	3 Male 17 Female	14% (3)	33.71
K.C. 54	26	2 Male 24 Female	15% (4)	TBD
Wichita 49	31	4 Male 29 Female	16% (5)	35.03
Wichita 51	33	7 Male 26 Female	21% (7)	31.82
Wichita 53	33	6 Male 27 Female	21% (7)	TBD

## **Applications**

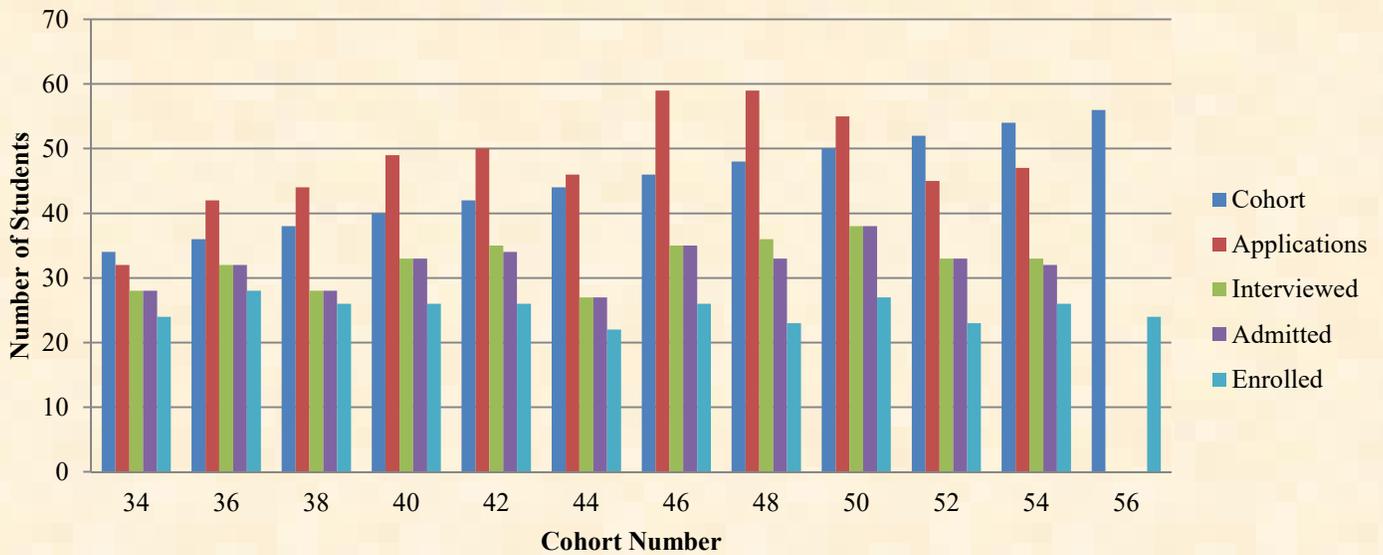
### **Kanas City**

The 2017-2018 recruiting year was a relatively slow process. The program intentionally create three interview dates and continued, due to space in the program, recruitment efforts through early August of 2018 shortly before the program began. The maximum number of students the program may enroll in Kansas City, due to fire code issues, is 28. The MSFT Program in Kansas City began with 24 students, four short of the maximum allowed number of students and two admitted students will likely pursue the program in a future year.

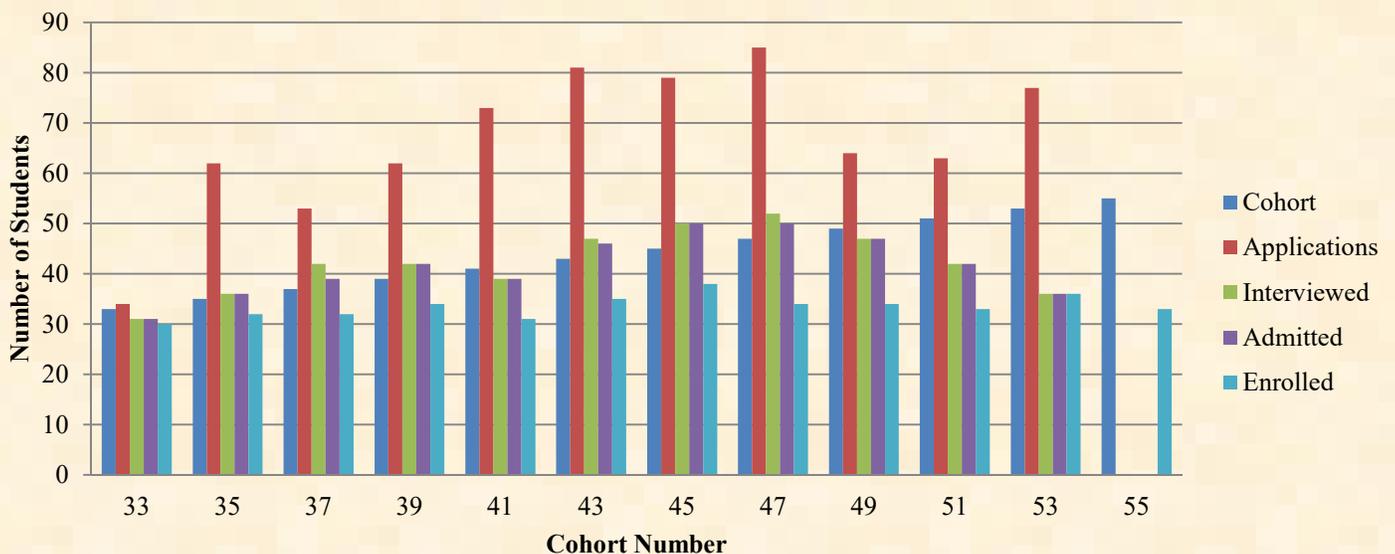
### **Wichita**

The 2017-2018 recruiting year continues to be a success as the program recruits to a maximum number of students and inclusion of a waiting list.

## MSFT Kansas City Cohort Comparisons



## MSFT Wichita Cohort Comparisons



With a broader reach of MSFT Program regionally, the MSFT program experimented with a Webinar presentation which was utilized to offer information night experience for those unable to attend. More effort is going to be made in 2018 relative to visits to high referral undergraduate programs. The data above for cohorts 55 and 56 is not yet reflective of total applications, interviews, and admissions but will be added in near future and posted on the public portfolio.

## Primary Learning

The MSFT Program has four primary learning goals reflected in competency exhibited in Interpersonal, Theoretical, Clinical and Multicultural Competency. Each learning goal has specific learning goals reflecting elements of the primary learning goals. The Four primary learning goals are extrapolated from four primary sources of professional standards – The AAMFT Core Competencies, the AMFTRB Knowledge and Task statements, Kansas Code of Professional Conduct and the AAMFT Code of Ethics.

The primary learning goals are measured through

- Key Assessments
  - Student Self Assessment
  - Peer Assessment
  - Supervisor Assessment
  - Placement Site Assessment
  - Faculty Assessment
  - Comprehensive Exam
  - Jurisprudence Exam

Each of the Key assessment scores are converted to a 100 point scale and form a collage of data for each of the four learning goals. The Kansas City Data for these scores are reflect as the following and are above the benchmark scores of 75.

### Key Assessments Informing Primary Learning Goals

	<u>Faculty</u>	<u>Program Sup</u>	<u>Placement sup</u>	<u>Student Self Asses</u>	<u>Peer</u>	<u>Portfolio</u>	<u>Comp</u>	<u>Jurisprudence</u>	<u>Mean</u>
Interpersonal Competency	82.74	85.73	85.03	86.26	80.81	84.61			<b>84.20</b>
Theoretical Competency	87.05	81.61	88.34	82.26	82.45	85.12	76.77		<b>83.37</b>
Clinical Competency	89.45	84.57	84.78	86.58	80.98	85.25		90.82	<b>86.06</b>
Multicultural Competency	85.02 <i>N=3</i>	86.40 <i>N=9</i>	88.08 <i>N=17</i>	83.42 <i>N=19</i>	78.56 <i>n=19</i>	83.04			<b>84.30</b>

### Key Assessments Informing Primary Learning Goals Wichita

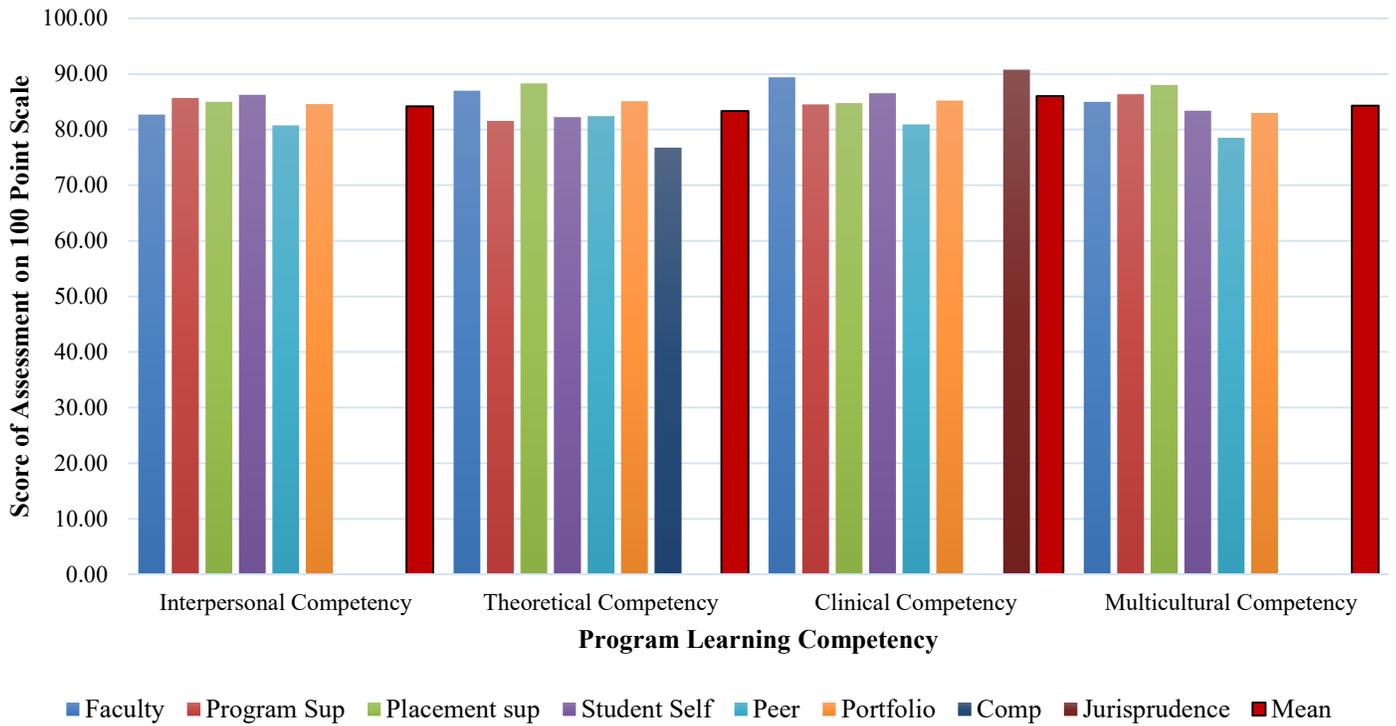
#### Key Assessments Informing Primary Learning Goals

	<u>Faculty</u>	<u>Program Sup</u>	<u>Placement sup</u>	<u>Student Self</u>	<u>Peer</u>	<u>Portfolio</u>	<u>Comp</u>	<u>Jurisprudence</u>	<u>Mean</u>
Interpersonal Competency	79.21	84.83		91.80	81.97				<b>82.90</b>
Theoretical Competency	85.45	80.83		85.60	88.82		70.39		<b>76.41</b>
Clinical Competency	83.61	87.33		82.00	87.95				<b>86.22</b>
Multicultural Competency	88.45 <i>N=2</i>	85.20 <i>N=2</i>		90.80 <i>N=9</i>	87.78 <i>N=9</i>				<b>88.13</b>

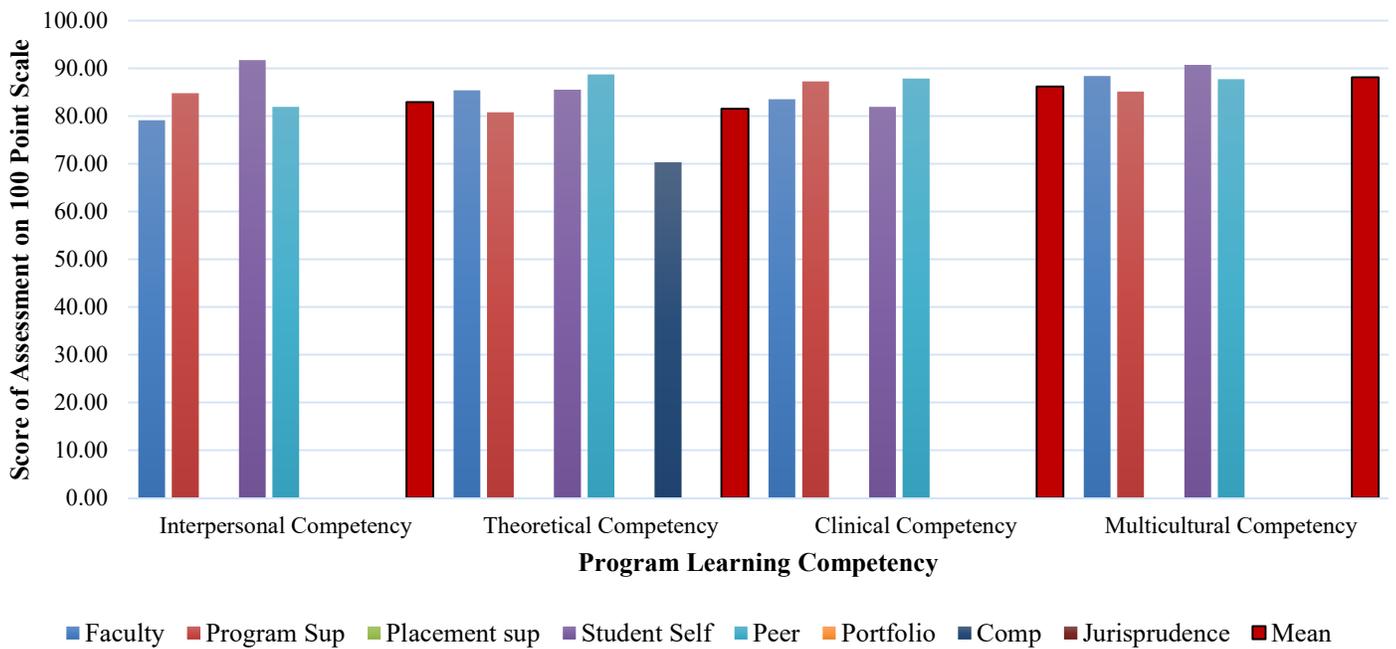
NOTE: This reflects an effort for the MSFT program to collect an assessment of learning across multiple measures and from multiple sources as Key indicators of students learning. Each student was measured by program faculty assessment, program supervisor assessment, placement site supervisor assessment, student self assessment, and peer assessment. The assessment is of the experience of student competency across all four learning domains. The Kansas City program endeavored to move further toward the utilization of outside evaluators for the portfolio by drawing on program graduates to serve as evaluators. The Comprehensive exam reflects the percentage score out of 75 exam questions. The jurisprudence score reflects the percentage score out of 30 questions.

The following two charts depicts measure of primary learning outcome measures.

**Summary of Key Assessments  
Informing Primary Learning Goals  
Cohort 52 Kansas City**



**Summary of Key Assessments  
Informing Primary Learning Goals  
Cohort 51 Wichita**



## Student Learning Outcomes

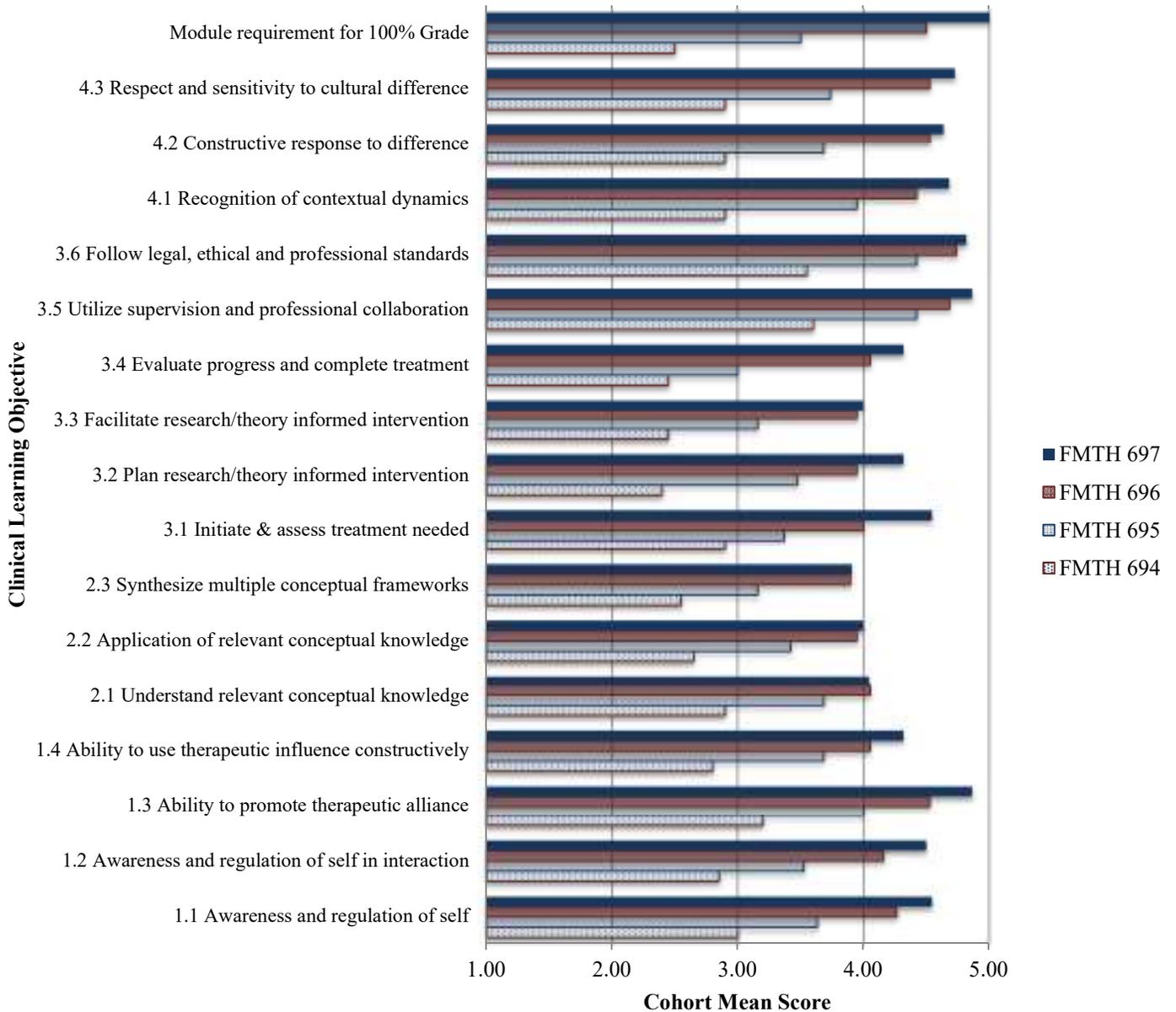
The four primary learning goals were to be measured using the multiple measures matrix. Student learning objectives informing the Primary Learning Goals are measured with a five-point rubric across the clinical training process. At various interviews, students are evaluated by their program supervisor on the five-point rubric. An aggregate mean score for each of the 16 SLO's is determined for the cohort. It is assumed that if learning is occurring, the aggregate mean score of the clinical competency rubric for each cohort will increase across time. The data is reflected in both chart and graph format. The data reflects an aggregate level of learning across the clinical training.

Kansas City	Clinical Competency Rubric Scores Measured at Module Assessment			
	FMTH 694	FMTH 695	FMTH 696	FMTH 697
1.1 Awareness and regulation of self	3.00	3.63	4.26	4.55
1.2 Awareness and regulation of self in interaction	2.85	3.53	4.16	4.50
1.3 Ability to promote therapeutic alliance	3.20	4.00	4.53	4.86
1.4 Ability to use therapeutic influence constructively	2.80	3.68	4.05	4.32
2.1 Understand relevant conceptual knowledge	2.90	3.68	4.05	4.05
2.2 Application of relevant conceptual knowledge	2.65	3.42	3.95	4.00
2.3 Synthesize multiple conceptual frameworks	2.55	3.16	3.90	3.91
3.1 Initiate & assess treatment needed	2.90	3.37	4.00	4.55
3.2 Plan research/theory informed intervention	2.40	3.47	3.95	4.32
3.3 Facilitate research/theory informed intervention	2.45	3.16	3.95	4.00
3.4 Evaluate progress and complete treatment	2.45	3.00	4.05	4.32
3.5 Utilize supervision and professional collaboration	3.60	4.42	4.68	4.86
3.6 Follow legal, ethical and professional standards	3.55	4.42	4.74	4.82
4.1 Recognition of contextual dynamics	2.90	3.95	4.42	4.68
4.2 Constructive response to difference	2.90	3.68	4.53	4.64
4.3 Respect and sensitivity to cultural difference	2.90	3.74	4.53	4.73
<b>Module requirement for 100% Grade</b>	<b>2.5</b>	<b>3.5</b>	<b>4.5</b>	<b>5</b>

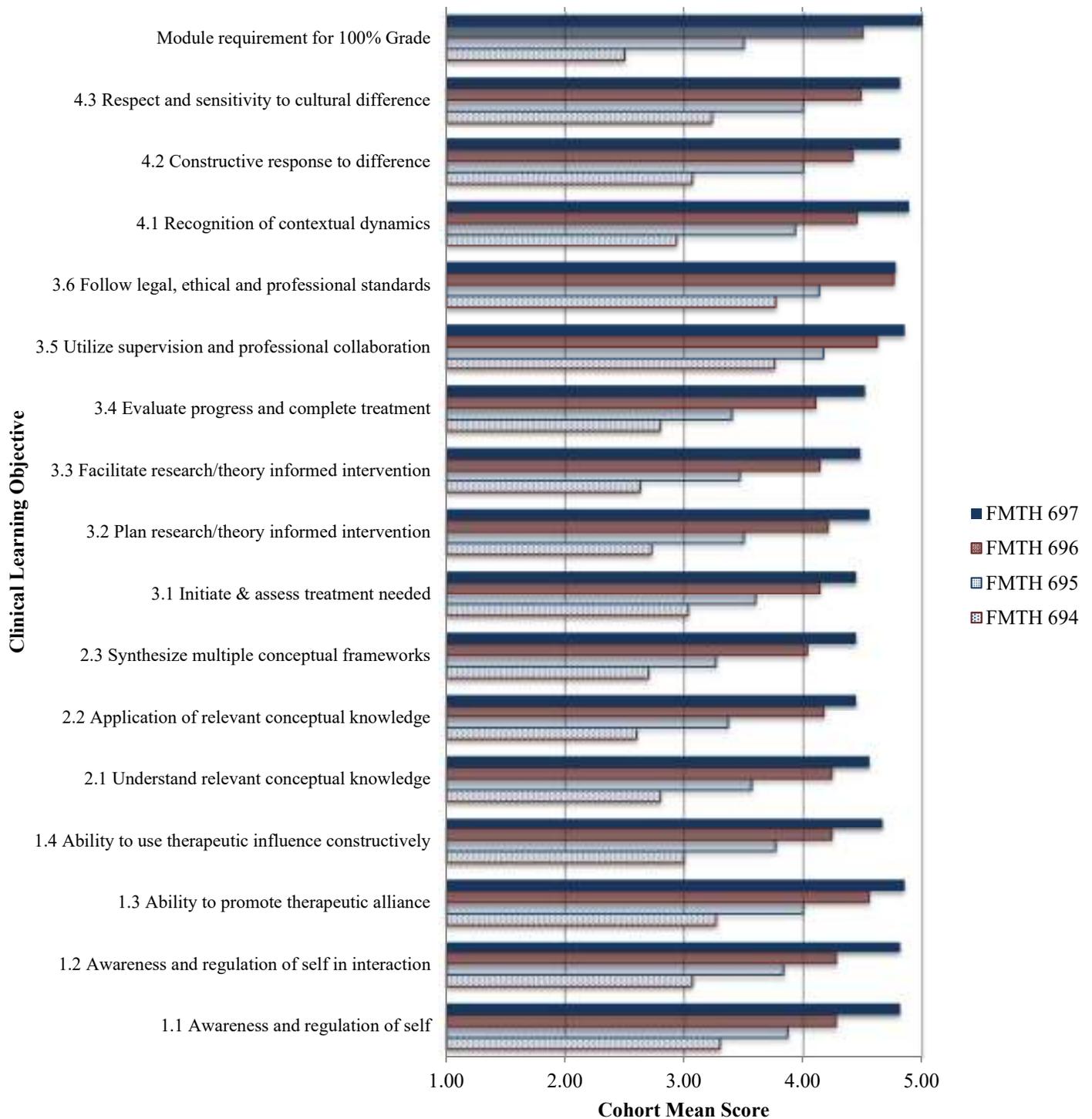
Wichita	Clinical Competency Rubric Scores Measured at Module Assessment			
	FMTH 694	FMTH 695	FMTH 696	FMTH 697
1.1 Awareness and regulation of self	3.30	3.87	4.28	4.82
1.2 Awareness and regulation of self in interaction	3.07	3.83	4.28	4.82
1.3 Ability to promote therapeutic alliance	3.27	4.00	4.55	4.85
1.4 Ability to use therapeutic influence constructively	3.00	3.77	4.24	4.67
2.1 Understand relevant conceptual knowledge	2.80	3.57	4.24	4.56
2.2 Application of relevant conceptual knowledge	2.60	3.37	4.17	4.44
2.3 Synthesize multiple conceptual frameworks	2.70	3.27	4.03	4.44
3.1 Initiate & assess treatment needed	3.03	3.60	4.14	4.44
3.2 Plan research/theory informed intervention	2.72	3.50	4.21	4.56
3.3 Facilitate research/theory informed intervention	2.63	3.47	4.14	4.48
3.4 Evaluate progress and complete treatment	2.80	3.40	4.10	4.52
3.5 Utilize supervision and professional collaboration	3.76	4.17	4.62	4.85
3.6 Follow legal, ethical and professional standards	3.77	4.13	4.76	4.78

4.1 Recognition of contextual dynamics	2.93	3.93	4.45	4.89
4.2 Constructive response to difference	3.07	4.00	4.41	4.82
4.3 Respect and sensitivity to cultural difference	3.23	4.00	4.48	4.82
<b>Module requirement for 100% Grade</b>	<b>2.5</b>	<b>3.5</b>	<b>4.5</b>	<b>5</b>

**Clinical Summary Assessment Scores by Assessment Module Cohort 52 2017-2018**



## Clinical Summary Assessment Scores by Assessment Module Cohort 51 2017-2018



In addition to the data of current student learning across the curriculum, alumna are asked to reflect on their training across these learning outcomes as they reflect back on their training from their position as alumni. Responses below.

2018 Kansas City  
 2018 Alumni Survey  
 September 11th 2018, 11:57 pm -05

**Q47 - STUDENT LEARNING OUTCOMES** For the following items, please indicate your level of satisfaction regarding the training you received during the MSFT Program at Friends University about the student learning domains in the left column. (Slide graph pointer to the desired response with mouse pointer or point and click at desired response)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Awareness & regulation of self emotion	60.00	100.00	<b>95.09</b>	6.54	42.82	142
2	Awareness and regulation of self in interaction	50.00	100.00	<b>94.81</b>	7.37	54.28	142
3	Ability to promote therapeutic alliance	70.00	100.00	<b>96.18</b>	5.82	33.85	142
4	Ability to utilize therapeutic alliance constructively	51.00	100.00	<b>95.07</b>	7.66	58.63	142
5	Understanding of relevant conceptual knowledge	65.00	100.00	<b>92.24</b>	8.16	66.59	141
6	Application of relevant conceptual knowledge	58.00	100.00	<b>90.77</b>	9.00	80.98	142
7	Synthesizing multiple conceptual frameworks	35.00	100.00	<b>90.01</b>	11.22	125.95	142
8	Initiate and assess treatment needs	56.00	100.00	<b>91.54</b>	9.49	90.15	142
9	Plan research/theory informed intervention	17.00	100.00	<b>88.61</b>	12.26	150.31	142
10	Facilitate research/theory informed intervention	11.00	100.00	<b>87.96</b>	13.80	190.32	142
11	Evaluate progress and conclude treatment	43.00	100.00	<b>90.09</b>	10.22	104.42	142
12	Utilize supervision/professional collaboration	50.00	100.00	<b>93.83</b>	9.33	86.99	142
13	Follow legal, ethical and professional standards	50.00	100.00	<b>96.89</b>	6.79	46.08	142
14	Recognition of contextual dynamics	37.00	100.00	<b>93.95</b>	8.60	73.91	142
15	Constructive response to difference	12.00	100.00	<b>92.14</b>	11.95	142.87	142
16	Respect and sensitivity to cultural difference	10.00	100.00	<b>91.68</b>	12.15	147.64	142

**Q47 - STUDENT LEARNING OUTCOMES** For the following items, please indicate your level of satisfaction regarding the training you received during the MSFT Program at Friends University about the student learning domains in the left column. (Slide graph pointer to the desired response with mouse pointer or point and click at desired response)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Awareness & regulation of self emotion	70.00	100.00	<b>93.00</b>	7.57	57.23	81
2	Awareness and regulation of self in interaction	60.00	100.00	<b>93.31</b>	8.40	70.53	81
3	Ability to promote therapeutic alliance	50.00	100.00	<b>94.77</b>	8.20	67.19	81
4	Ability to utilize therapeutic alliance constructively	50.00	100.00	<b>92.96</b>	10.08	101.54	81
5	Understanding of relevant conceptual knowledge	49.00	100.00	<b>89.33</b>	10.84	117.51	81
6	Application of relevant conceptual knowledge	44.00	100.00	<b>89.46</b>	10.70	114.42	81
7	Synthesizing multiple conceptual frameworks	46.00	100.00	<b>89.17</b>	12.43	154.44	80
8	Initiate and assess treatment needs	56.00	100.00	<b>90.40</b>	10.28	105.75	81
9	Plan research/theory informed intervention	50.00	100.00	<b>85.57</b>	13.74	188.86	81
10	Facilitate research/theory informed intervention	46.00	100.00	<b>85.00</b>	14.45	208.90	80
11	Evaluate progress and conclude treatment	50.00	100.00	<b>89.14</b>	11.85	140.34	81
12	Utilize supervision/professional collaboration	15.00	100.00	<b>91.96</b>	12.99	168.83	81
13	Follow legal, ethical and professional standards	75.00	100.00	<b>96.16</b>	6.18	38.21	81
14	Recognition of contextual dynamics	42.00	100.00	<b>91.19</b>	12.05	145.31	81
15	Constructive response to difference	10.00	100.00	<b>91.36</b>	12.75	162.45	81
16	Respect and sensitivity to cultural difference	10.00	100.00	<b>90.70</b>	15.07	227.10	81

**Q48 - Looking through the lens of your post graduate experience, please indicate the level of importance of the following student learning outcomes. (Slide graph pointer to the desired response with mouse pointer or point and click at desired response location)**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Awareness & regulation of self emotion	72.00	100.00	<b>98.46</b>	3.72	13.81	142
2	Awareness and regulation of self in interaction	82.00	100.00	<b>98.39</b>	3.40	11.53	142
3	Ability to promote therapeutic alliance	52.00	100.00	<b>97.80</b>	6.03	36.38	142
4	Ability to utilize therapeutic alliance constructively	39.00	100.00	<b>97.25</b>	6.55	42.95	142
5	Understanding of relevant conceptual knowledge	65.00	100.00	<b>94.19</b>	7.42	55.08	142
6	Application of relevant conceptual knowledge	60.00	100.00	<b>94.65</b>	6.95	48.35	142
7	Synthesizing multiple conceptual frameworks	33.00	100.00	<b>91.25</b>	10.89	118.65	142
8	Initiate and assess treatment needs	50.00	100.00	<b>95.56</b>	7.88	62.05	142
9	Plan research/theory informed intervention	4.00	100.00	<b>89.92</b>	13.63	185.91	142
10	Facilitate research/theory informed intervention	5.00	100.00	<b>89.87</b>	13.89	192.86	142
11	Evaluate progress and conclude treatment	50.00	100.00	<b>95.56</b>	7.95	63.18	142
12	Utilize supervision/Professional collaboration	56.00	100.00	<b>95.60</b>	7.43	55.28	141
13	Follow legal, ethical and professional standards	86.00	100.00	<b>98.87</b>	2.87	8.27	142
14	Recognition of contextual dynamics	49.00	100.00	<b>95.34</b>	7.78	60.55	141
15	Constructive response to difference	77.00	100.00	<b>97.16</b>	5.24	27.47	141
16	Respect and sensitivity to cultural difference	70.00	100.00	<b>97.37</b>	5.69	32.39	142

**Q48 - Looking through the lens of your post graduate experience, please indicate the level of importance of the following student learning outcomes. (Slide graph pointer to the desired response with mouse pointer or point and click at desired response location)**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Awareness & regulation of self emotion	72.00	100.00	<b>97.53</b>	5.16	26.58	79
2	Awareness and regulation of self in interaction	75.00	100.00	<b>97.73</b>	4.47	19.97	79
3	Ability to promote therapeutic alliance	80.00	100.00	<b>98.04</b>	3.98	15.86	78
4	Ability to utilize therapeutic alliance constructively	70.00	100.00	<b>97.27</b>	4.89	23.94	79
5	Understanding of relevant conceptual knowledge	51.00	100.00	<b>92.38</b>	10.66	113.70	79
6	Application of relevant conceptual knowledge	70.00	100.00	<b>94.18</b>	7.99	63.87	79
7	Synthesizing multiple conceptual frameworks	25.00	100.00	<b>89.69</b>	15.04	226.11	78
8	Initiate and assess treatment needs	58.00	100.00	<b>95.00</b>	8.24	67.95	79
9	Plan research/theory informed intervention	0.00	100.00	<b>89.67</b>	15.94	254.14	79
10	Facilitate research/theory informed intervention	0.00	100.00	<b>89.56</b>	15.60	243.39	79
11	Evaluate progress and conclude treatment	67.00	100.00	<b>93.85</b>	8.08	65.32	79
12	Utilize supervision/Professional collaboration	60.00	100.00	<b>95.61</b>	7.85	61.66	79
13	Follow legal, ethical and professional standards	76.00	100.00	<b>98.67</b>	3.73	13.89	79
14	Recognition of contextual dynamics	49.00	100.00	<b>94.40</b>	8.20	67.24	78
15	Constructive response to difference	48.00	100.00	<b>94.62</b>	9.93	98.56	79
16	Respect and sensitivity to cultural difference	50.00	100.00	<b>94.62</b>	10.27	105.40	79

Data is collected from the Employers and/or Supervisors of Alumni addressing their perception of graduate competency across the primary learning competencies of the program.

Kansas City 2018 Employer Satisfaction Survey  
 2018 MSFT Individual Employer Survey - Kansas City  
 September 12th 2018, 12:11 am -05  
 Q32 - Section 1 - Interpersonal Competency

#	Field	Mean	Count
1	Emotionally aware of self and self-regulated	4.33	36
2	Emotionally aware of the emotional state of others	4.46	37
3	Able to relate to others in a positive fashion	4.65	37
4	Practice of good professional self-care	4.32	37
5	Ability to constructively deal with emotional intensity of clients	4.36	36
6	Knowledgeable and embracing of human diversity	4.41	37
7	Knowledgeable and embracing of diverse relationship forms	4.41	37
8	Creation of strong therapeutic alliances with clients	4.60	35
9	Displays respect towards clients	4.86	36
10	Awareness of professional self-limits	4.35	37
11	Uses therapeutic influence in a constructive manner	4.65	37
12	Overall Interpersonal Competency	4.54	37

**Q33 - Section 2 - Theoretical Competency**

#	Field	Mean	Count
1	Commitment to ongoing professional learning	4.65	37
2	Understanding of clinical theory & theoretical concepts	4.33	36
3	Ability to apply theory & theoretical concepts	4.31	36
4	Ability to synthesize multiple conceptual frameworks	4.17	36
5	Clear systematic/relational orientation in clinical practice	4.39	36
6	Awareness of client's motivation towards change	4.36	36
7	Awareness of evidence-based treatments	4.22	36
8	Awareness of outcomes effectiveness in treatment	4.11	36
9	Overall Theoretical Competency	4.31	36

**Q35 - Section 3 - Clinical Competency Skills**

#	Field	Mean	Count
1	Relational assessment skills	4.32	34
2	Diagnostic assessment skills	4.15	33
3	Human growth and family life cycle development assessment skills	4.14	29
4	Treatment planning skills	4.23	31
5	Family therapy skills	4.29	28
6	Couple/marital therapy skills	4.15	26
7	Individual, adult-focused therapy skills	4.35	31
8	Individual, child-focused therapy skills	3.97	32
9	Psycho-educational skills	4.29	34
10	Crisis management skills	4.27	33
11	Clinical record keeping skills	4.20	35
12	Ability to effectively respond to violence and abuse	4.34	32
13	Ability to evaluate treatment progress	4.26	35
14	Ability to conclude treatment in a positive and constructive manner	4.48	33
15	Orientation towards collaborative practice	4.50	36
16	Attention to ethically informed practice	4.78	37
17	Positive reception and attitude toward supervision	4.81	36
18	Attention to legal issues and concerns	4.67	36
19	Overall Clinical Competency	4.46	35

**Q9 - Section 4 - Multicultural Competency Skills**

#	Field	Mean	Count
7	Articulates a complex understanding of cultural differences in verbal and non verbal communication	4.31	36
1	Articulates insight into own cultural rules and biases	4.32	37
8	Asks complex questions about other cultures	4.31	35
3	Demonstrates Constructive Response to Difference	4.44	36
4	Demonstrates Respect and Sensitivity to Other Cultures	4.57	37
5	Demonstrates ability to act in a supportive manner that recognizes feelings of another cultural group	4.41	37
2	Demonstrates knowledge of elements important to members of another culture	4.35	37
9	Initiates and develops interactions with culturally different others	4.31	36
6	Interprets intercultural experience from perspective of own and more than one worldview	4.32	37
10	Overall Multicultural Competency	4.30	37

**Q36 - Section 5 - Global**

#	Field	Mean	Count
1	Ability to make a positive contribution to the agency or professional service	4.86	37
2	Ability to provide effective treatment	4.66	35
3	Graduate's confidence as a professional clinician	4.46	37

Initial Report

2018 MSFT Individual Employer Survey - Wichita

September 12th 2018, 12:18 am -05

**Q32 - Section 1 - Interpersonal Competency**

#	Field	Mean	Count
1	Emotionally aware of self and self-regulated	4.46	13
2	Emotionally aware of the emotional state of others	4.38	13
3	Able to relate to others in a positive fashion	4.33	12
4	Practice of good professional self-care	4.15	13
5	Ability to constructively deal with emotional intensity of clients	4.46	13
6	Knowledgeable and embracing of human diversity	4.54	13
7	Knowledgeable and embracing of diverse relationship forms	4.54	13
8	Creation of strong therapeutic alliances with clients	4.46	13
9	Displays respect towards clients	4.46	13
10	Awareness of professional self-limits	4.38	13
11	Uses therapeutic influence in a constructive manner	4.38	13
12	Overall Interpersonal Competency	4.31	13

**Q33 - Section 2 - Theoretical Competency**

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Commitment to ongoing professional learning	2.00	5.00	4.38	0.84	0.70	13
2	Understanding of clinical theory & theoretical concepts	3.00	5.00	4.25	0.60	0.35	12
3	Ability to apply theory & theoretical concepts	3.00	5.00	4.42	0.64	0.41	12
4	Ability to synthesize multiple conceptual frameworks	3.00	5.00	4.25	0.60	0.35	12
5	Clear systematic/relational orientation in clinical practice	3.00	5.00	4.23	0.58	0.33	13
6	Awareness of client's motivation towards change	4.00	5.00	4.38	0.49	0.24	13
7	Awareness of evidence-based treatments	3.00	5.00	4.15	0.53	0.28	13
8	Awareness of outcomes effectiveness in treatment	3.00	5.00	4.23	0.58	0.33	13
9	Overall Theoretical Competency	3.00	5.00	4.25	0.60	0.35	12

**Q35 - Section 3 - Clinical Competency Skills**

#	Field	Mean	Count
1	Relational assessment skills	4.23	13
2	Diagnostic assessment skills	4.00	12
3	Human growth and family life cycle development assessment skills	4.08	13
4	Treatment planning skills	4.15	13
5	Family therapy skills	4.00	12
6	Couple/marital therapy skills	4.00	12
7	Individual, adult-focused therapy skills	4.42	12
8	Individual, child-focused therapy skills	4.08	13
9	Psycho-educational skills	4.23	13
10	Crisis management skills	4.00	13
11	Clinical record keeping skills	4.17	12
12	Ability to effectively respond to violence and abuse	4.08	13
13	Ability to evaluate treatment progress	4.23	13
14	Ability to conclude treatment in a positive and constructive manner	4.23	13
15	Orientation towards collaborative practice	4.23	13
16	Attention to ethically informed practice	4.54	13
17	Positive reception and attitude toward supervision	4.67	12
18	Attention to legal issues and concerns	4.46	13
19	Overall Clinical Competency	4.31	13

**Q9 - Section 4 - Multicultural Competency Skills**

#	Field	Mean	Count
1	Articulates insight into own cultural rules and biases	4.25	12
2	Demonstrates knowledge of elements important to members of another culture	4.42	12
3	Demonstrates Constructive Response to Difference	4.50	12
4	Demonstrates Respect and Sensitivity to Other Cultures	4.58	12
5	Demonstrates ability to act in a supportive manner that recognizes feelings of another cultural group	4.50	12
6	Interprets intercultural experience from perspective of own and more than one worldview	4.45	11
7	Articulates a complex understanding of cultural differences in verbal and non verbal communication	4.50	12
8	Asks complex questions about other cultures	4.42	12
9	Initiates and develops interactions with culturally different others	4.42	12
10	Overall Multicultural Competency	4.50	12

**Q36 - Section 5 - Global**

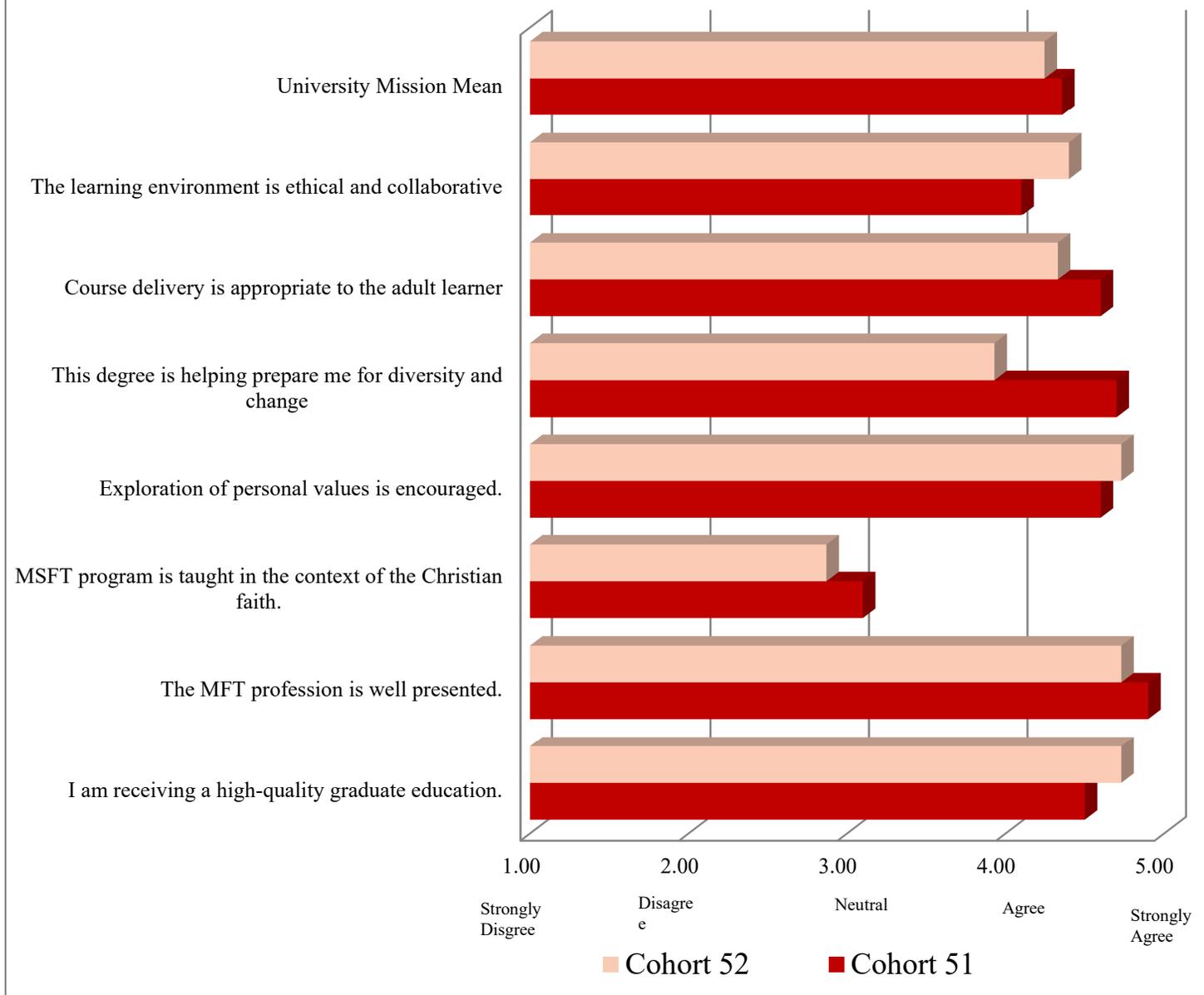
#	Field	Mean	Count
1	Ability to make a positive contribution to the agency or professional service	4.38	13
2	Ability to provide effective treatment	4.46	13
3	Graduate's confidence as a professional clinician	4.23	13

**NOTE: The student, alumni and employer satisfaction data all imply a learning and development across the student learning objectives and primary learning goals.**

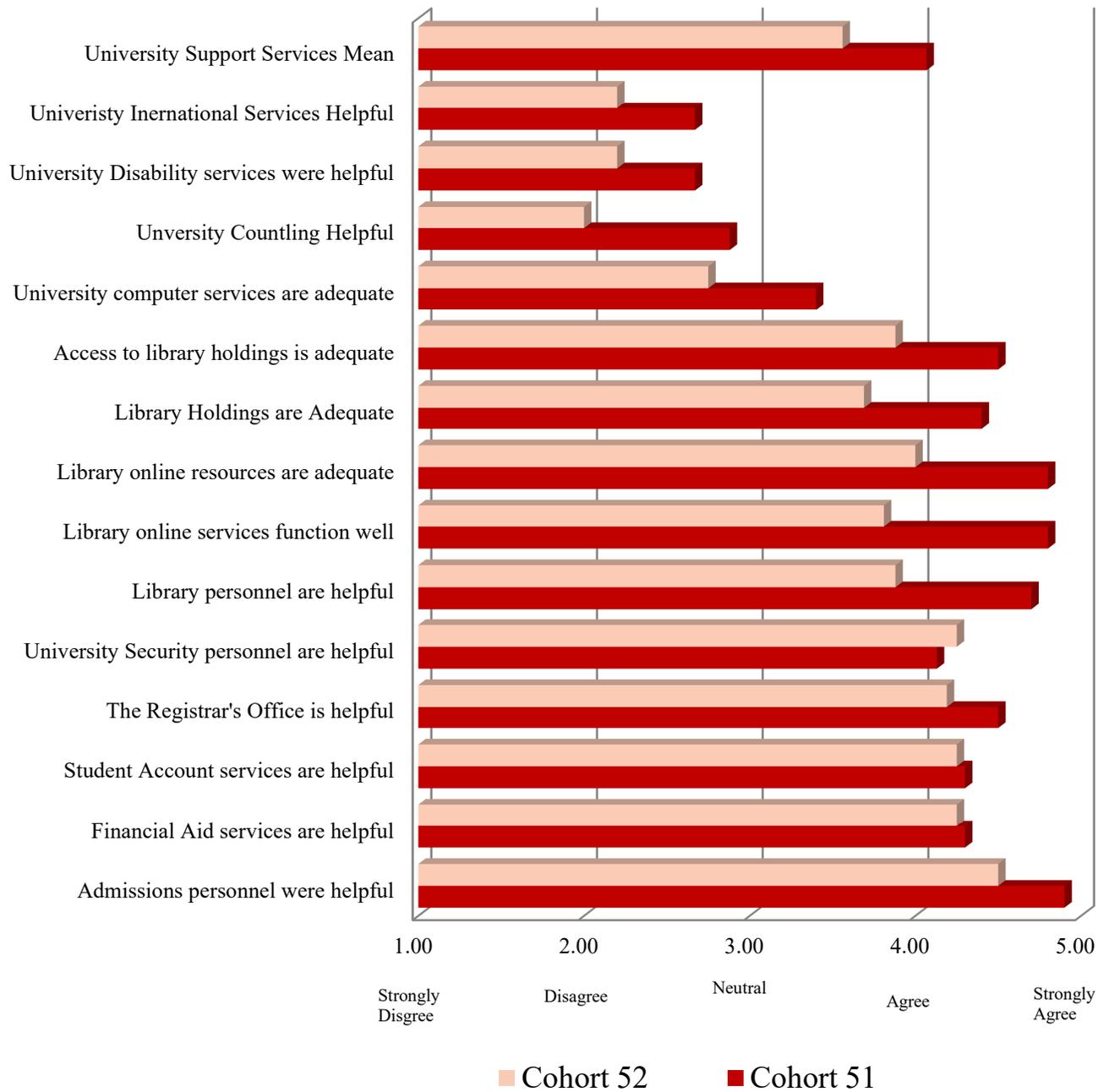
## PROGRAM FUNCTIONING

In addition to the learning outcome data, a variety of data is available to consider program functioning. Students are asked at the end of Fall Term and again at the end of the Program, to assess a variety of aspects of their experience. The following reflects the feedback from the most recent graduating cohort with data collected at the conclusion of their experience in the MSFT Program.

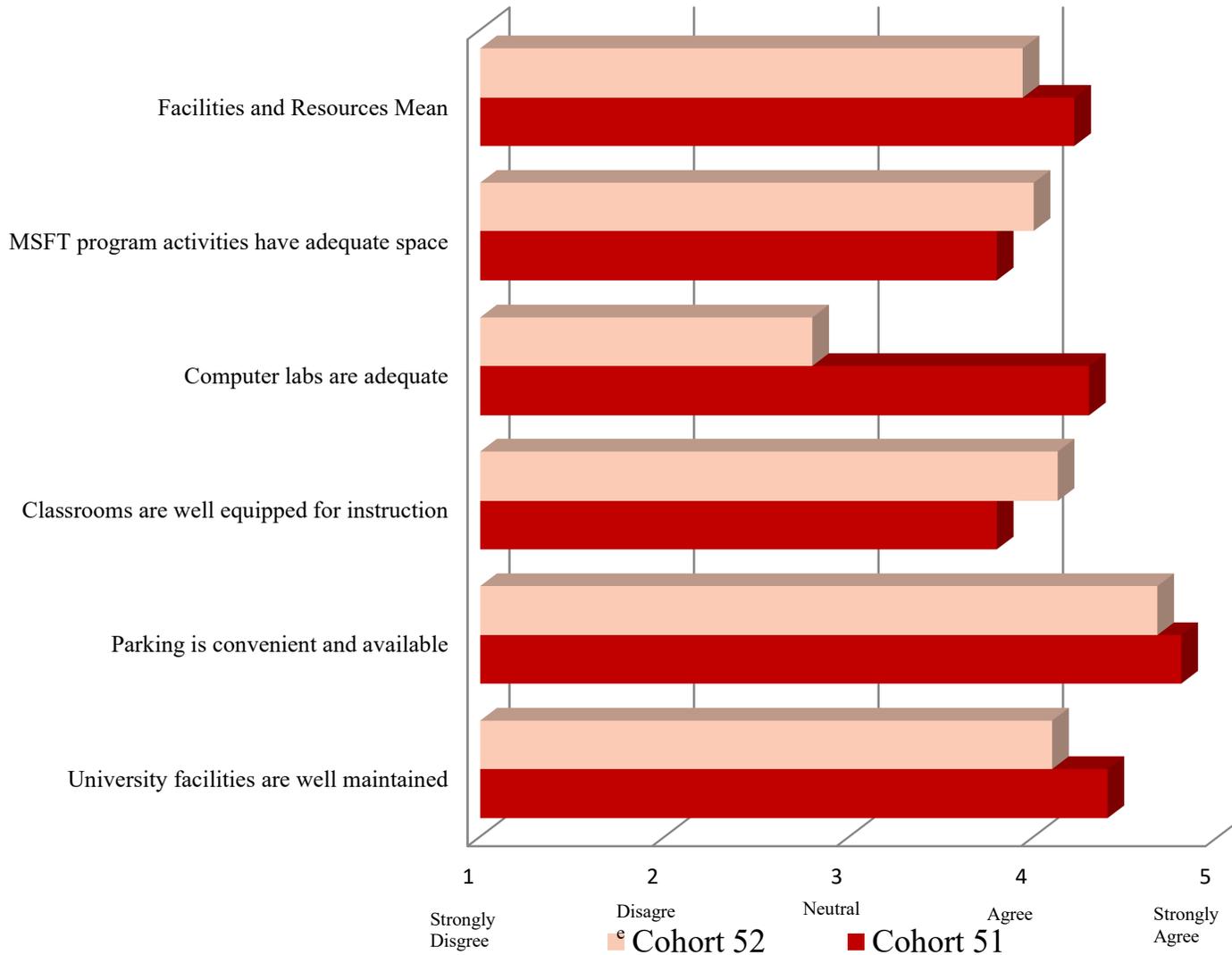
### 2018 Term Four Review: University Mission/Purpose



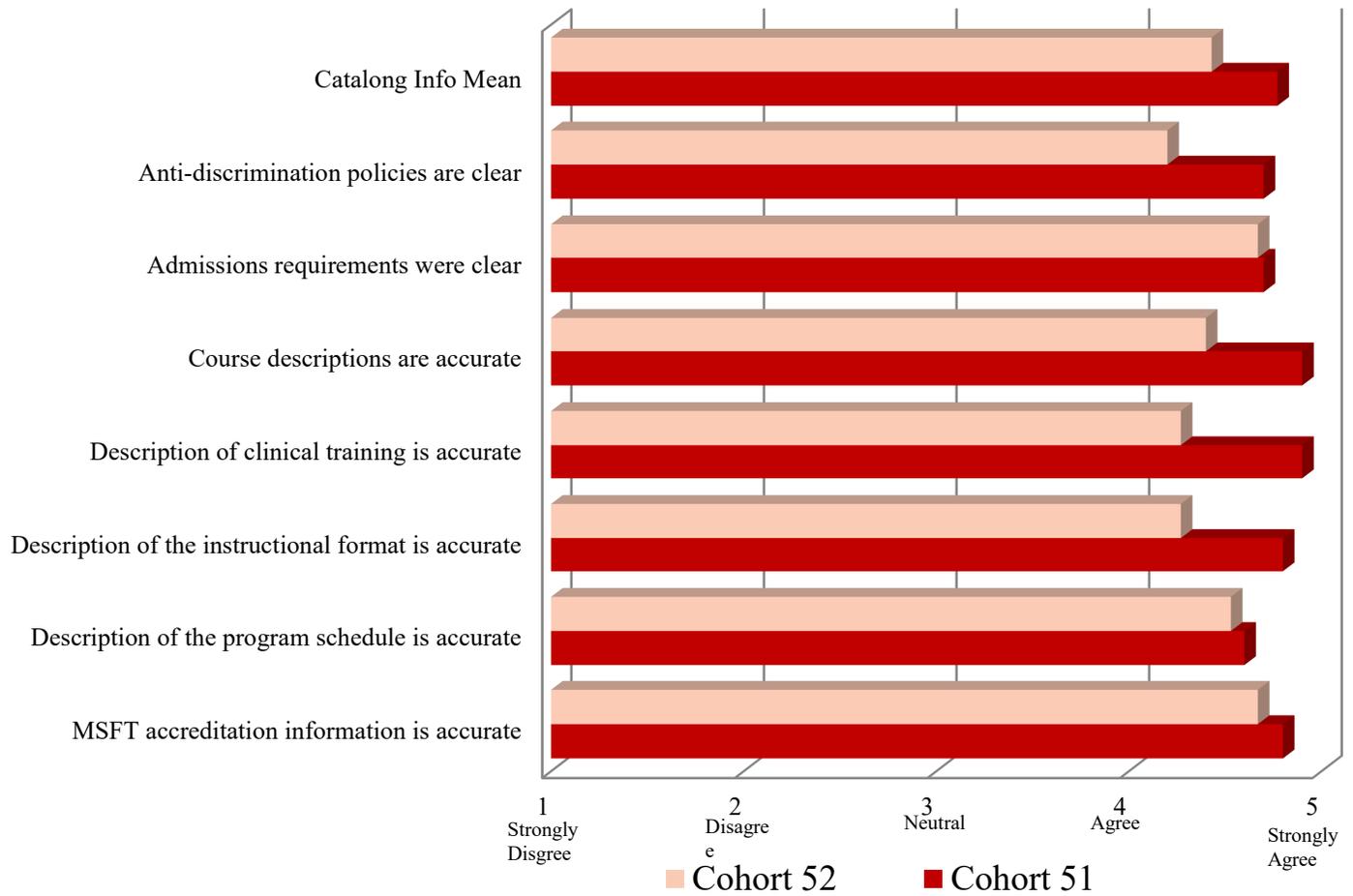
## 2018 Term Four Review: University Support Services



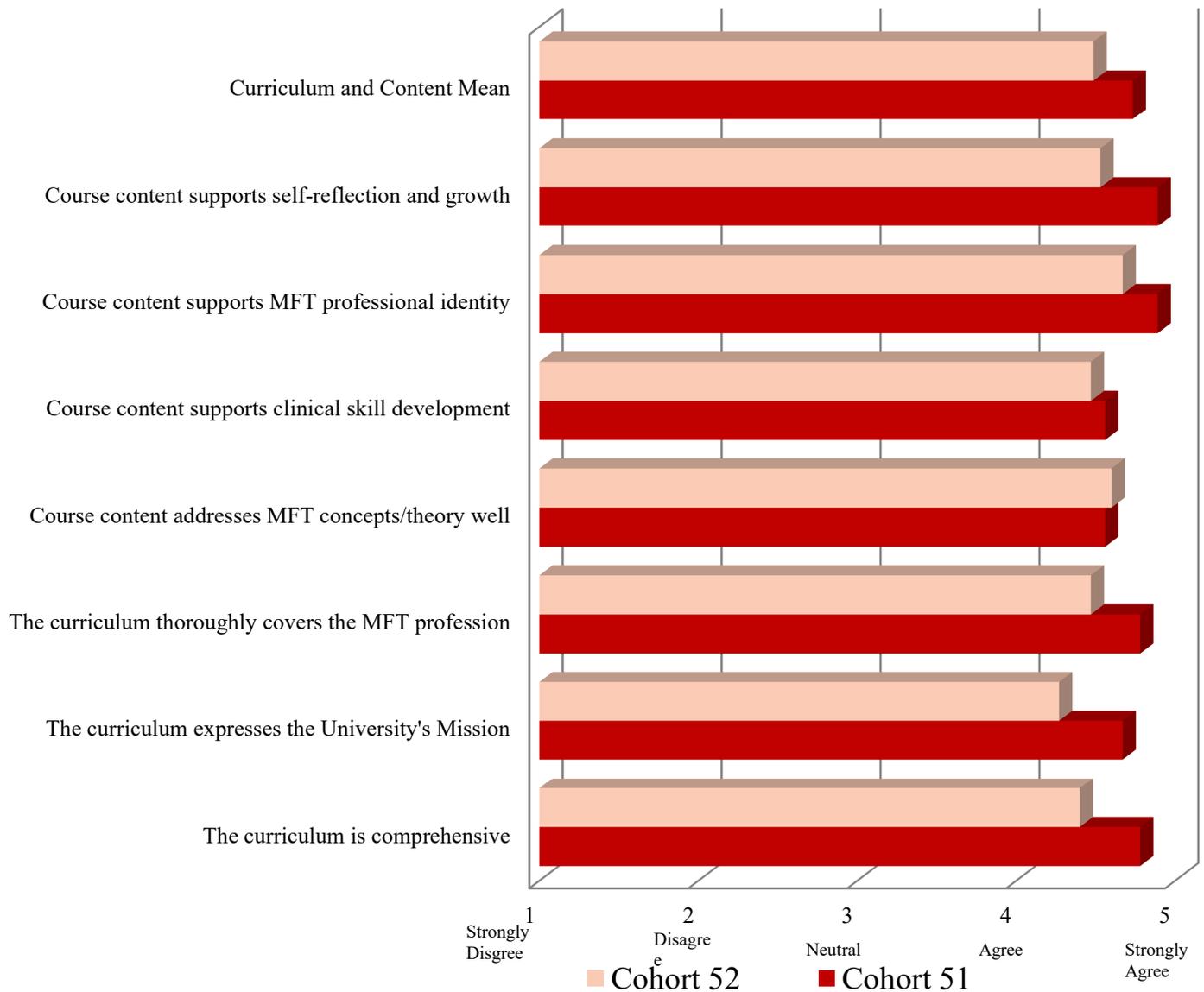
## 2018 Term Four Review: Facilities and Resources



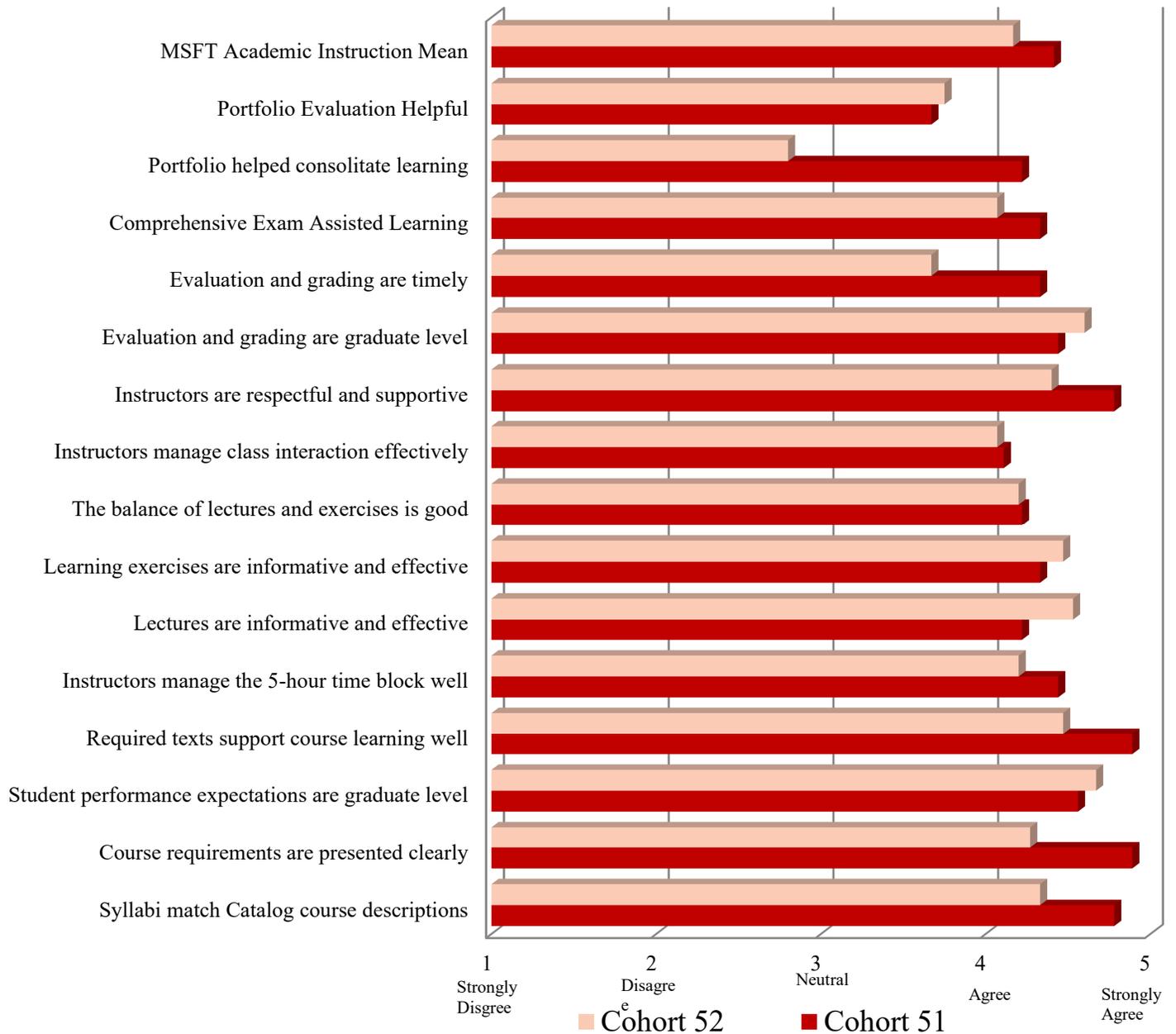
## 2018 Term Four Review: MSFT CATALOG INFORMATION



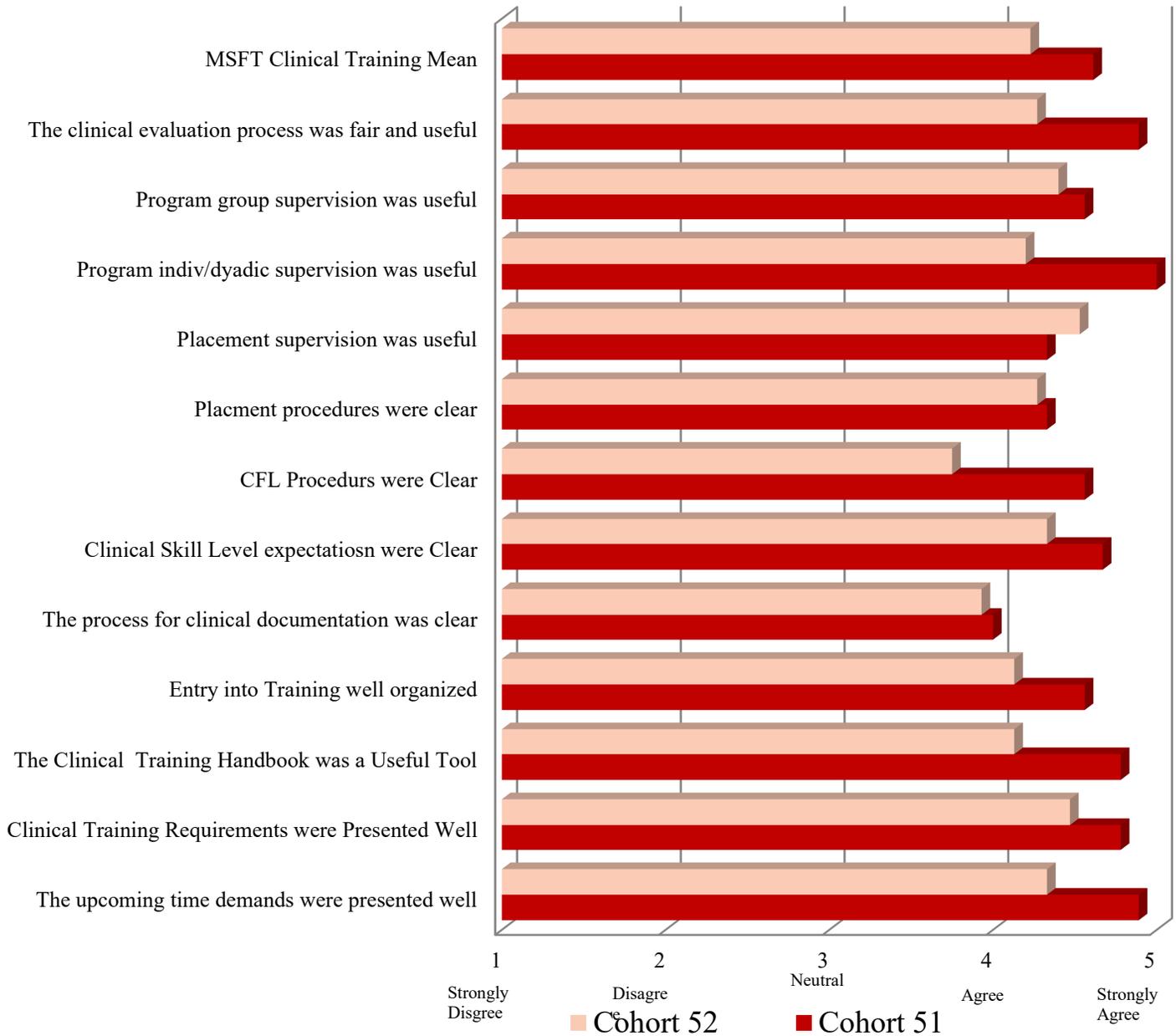
## 2018 Term Four Review: MSFT CURRICULUM AND CONTENT



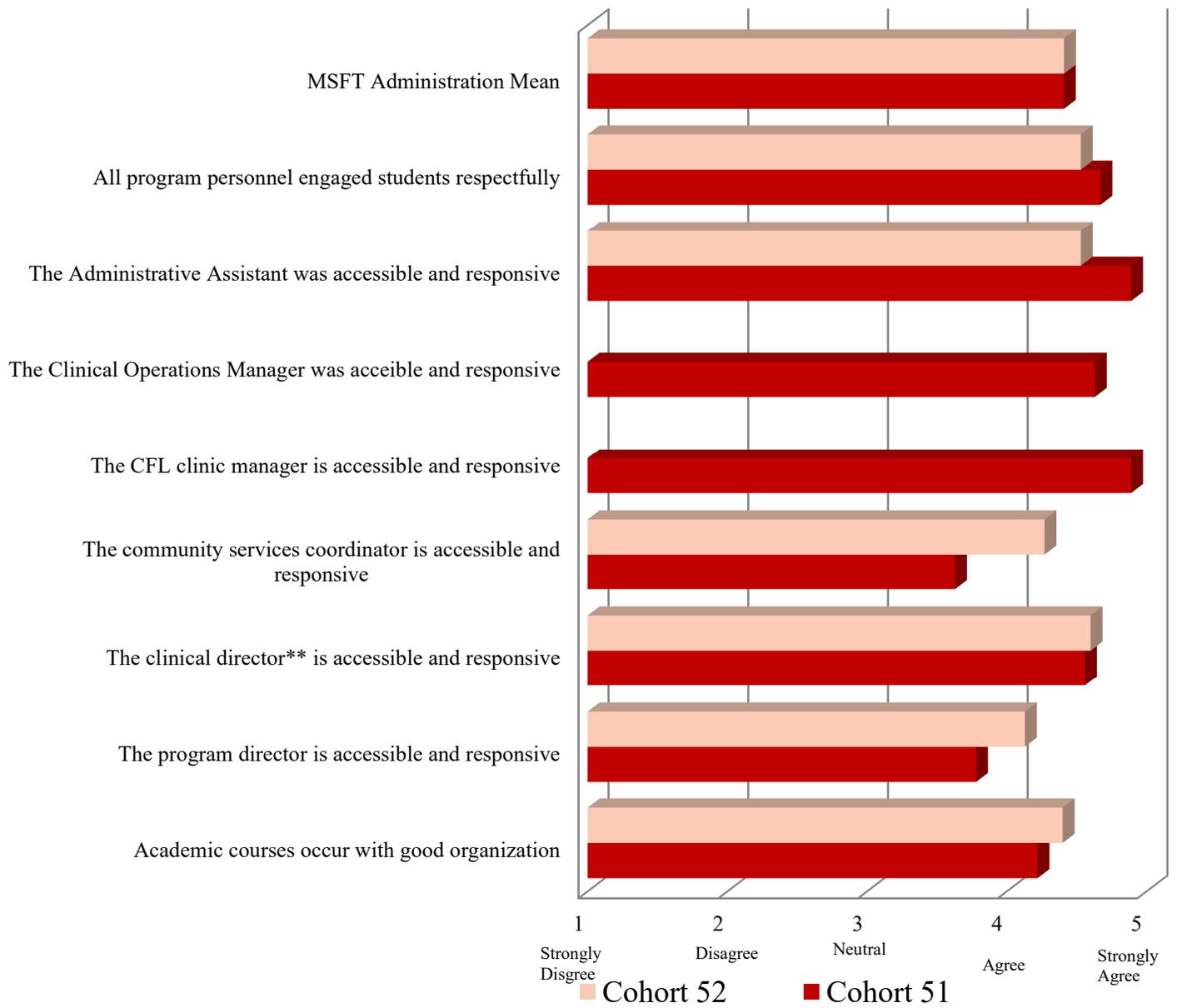
## 2018 Term Four Review: MFT Academic Instruction



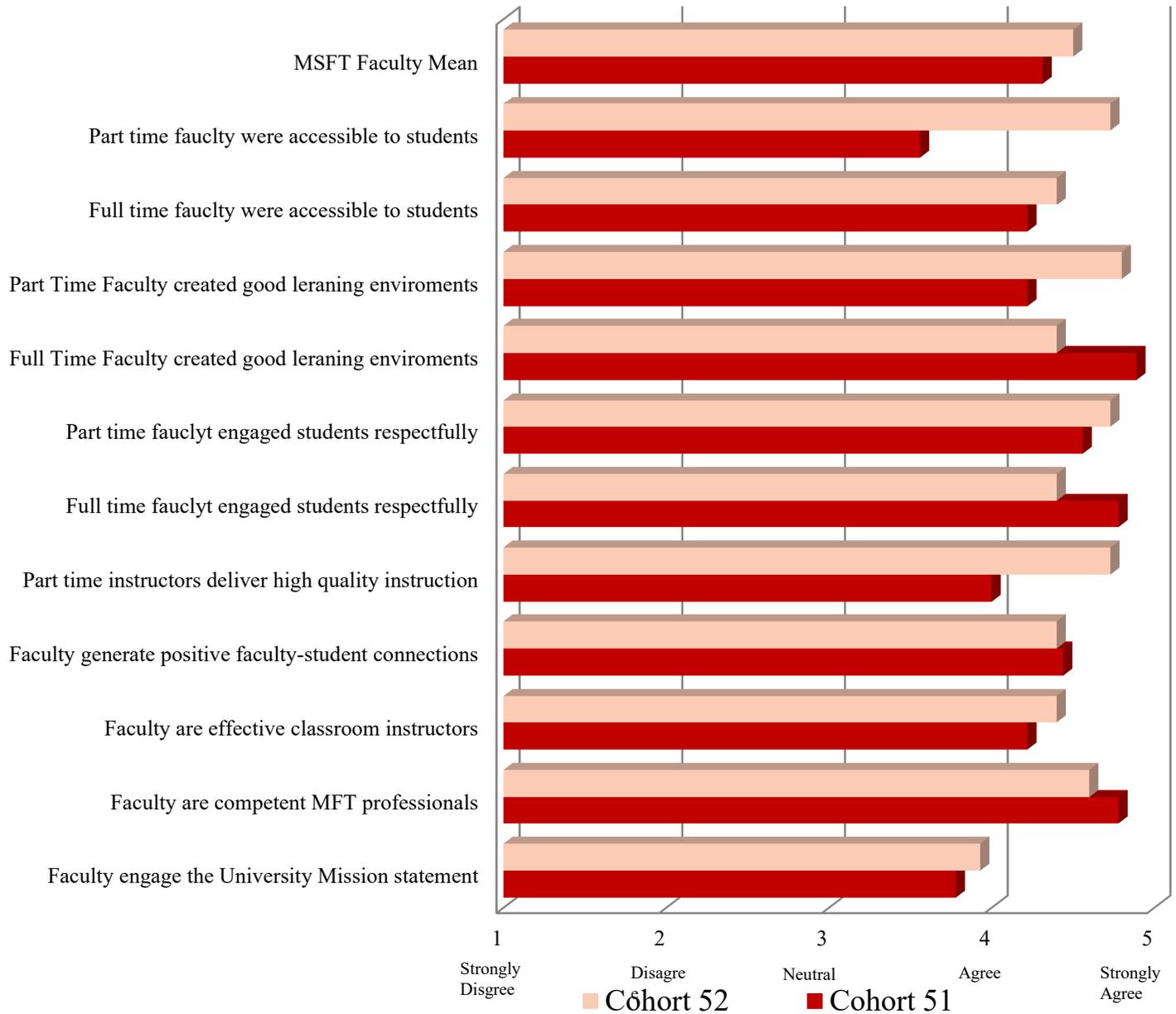
## 2018 Term Four Review: MSFT Clinical Training



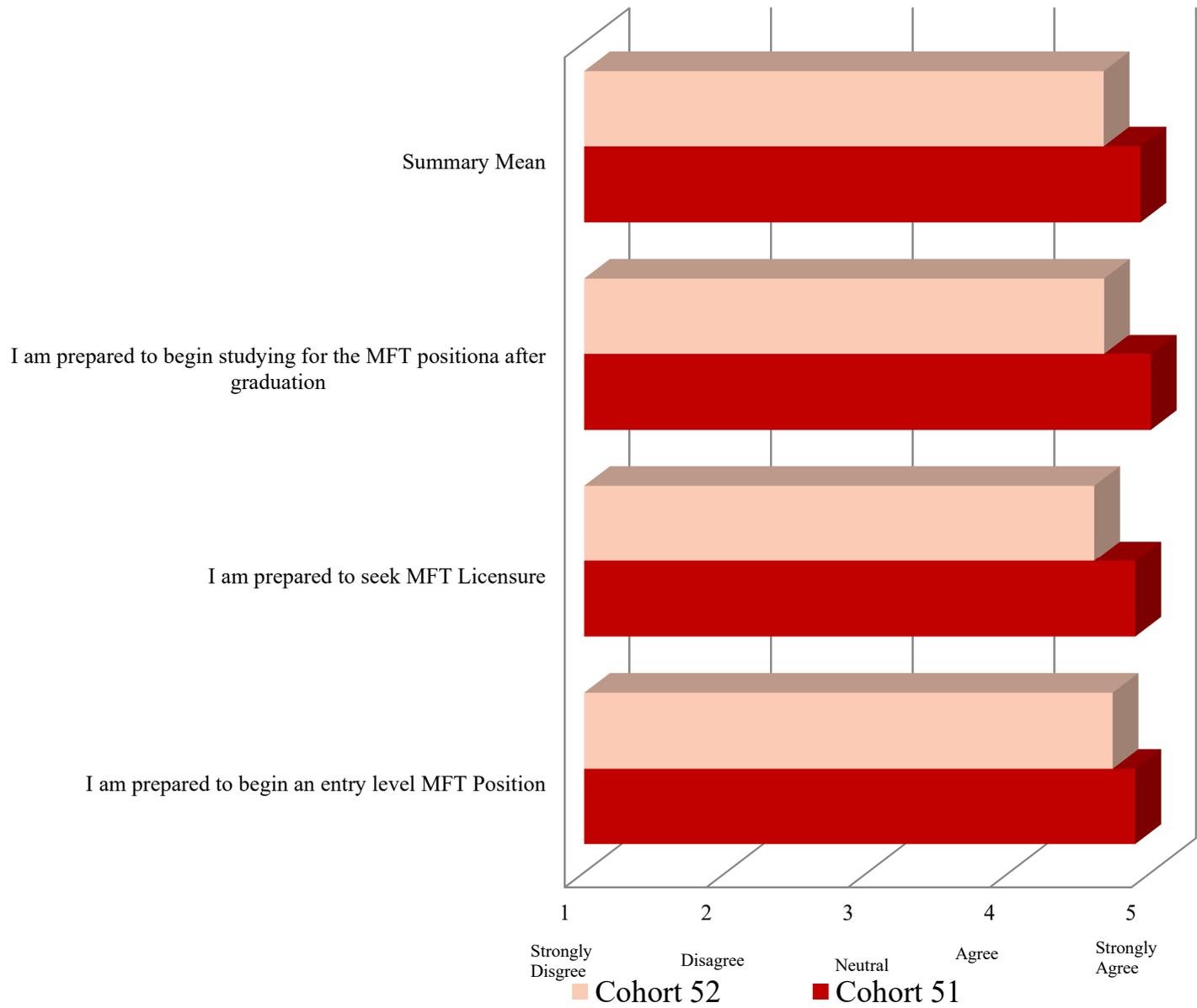
## 2018 Term Four Review: MFT Administration



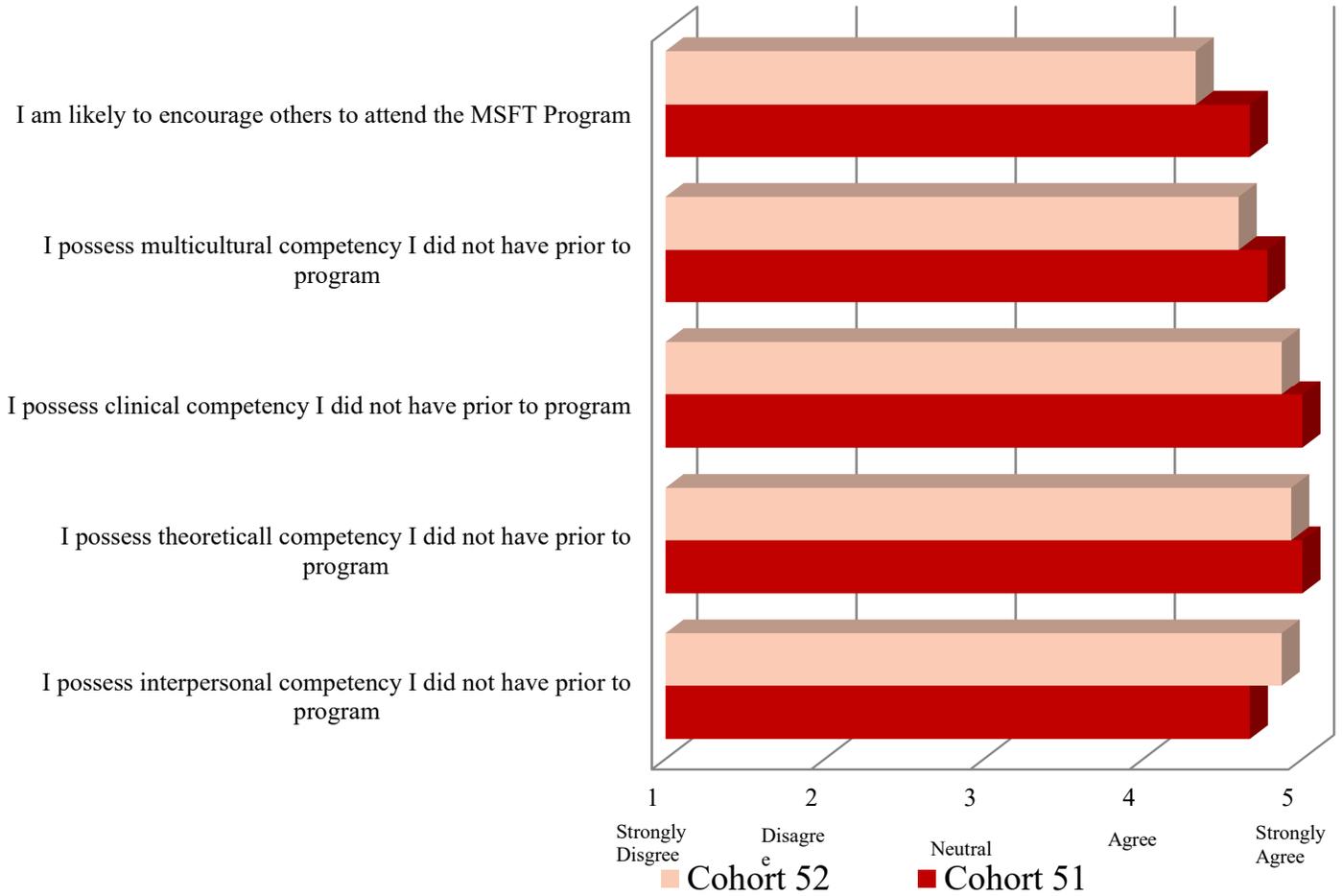
## 2018 Term Four Review: MSFT Faculty



## 2018 Term Four Review: MFT Summary



## 2018 Term Four Review: Learning Outcomes



Alumna Data also offers a reflection on the resources of the program

2018 Kansas City

2018 Alumni Survey

September 12th 2018, 12:58 am -05

**Q49 - UNIVERSITY AND PROGRAM RESOURCES** As you look back upon your training at Friends, please indicate your level of satisfaction with the following resources to support learning. (Slide graph pointer to the desired response with mouse pointer or point and click at desire response location)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sufficient classroom environment	39.00	100.00	<b>92.62</b>	11.51	132.42	140
2	Sufficient space for supervision	40.00	100.00	<b>92.80</b>	11.95	142.91	141
3	Sufficient technological resources	3.00	100.00	<b>86.46</b>	18.00	323.87	141
4	Sufficient resources for supporting part time instructors	30.00	100.00	<b>88.19</b>	15.03	226.00	140
5	Sufficient resources for faculty quality	19.00	100.00	<b>93.42</b>	12.14	147.43	140
6	Sufficient resources to support administrative assistance	0.00	100.00	<b>88.89</b>	17.03	289.93	141
7	Sufficient resources to support interpersonal competency development of students	1.00	100.00	<b>91.83</b>	14.15	200.08	141
8	Sufficient resources to support theoretical competency development of students	32.00	100.00	<b>92.40</b>	11.20	125.43	141
9	Sufficient resources to support clinical competency development of students	30.00	100.00	<b>92.11</b>	12.87	165.75	141
10	Sufficient resources to support multicultural and diversity competency development of students	12.00	100.00	<b>86.28</b>	18.39	338.26	141
11	Helpfulness of University Admissions Office	19.00	100.00	<b>90.22</b>	15.33	234.93	139
12	Helpfulness of University Registrar Office	0.00	100.00	<b>89.04</b>	16.83	283.32	139
13	Helpfulness of University Financial Aid Office	0.00	100.00	<b>86.19</b>	20.22	408.71	136
14	Helpfulness of University Counseling Office	0.00	100.00	<b>73.94</b>	28.15	792.68	125
15	Helpfulness of University Disability Office	0.00	100.00	<b>72.40</b>	27.14	736.43	114
16	Helpfulness of International Services	0.00	100.00	<b>69.72</b>	28.29	800.47	113

**Q49 - UNIVERSITY AND PROGRAM RESOURCES** As you look back upon your training at Friends, please indicate your level of satisfaction with the following resources to support learning. (Slide graph pointer to the desired response with mouse pointer or point and click at desire response location)

#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Sufficient classroom environment	30.00	100.00	91.56	12.42	154.22	78
2	Sufficient space for supervision	39.00	100.00	90.31	14.93	222.96	78
3	Sufficient technological resources	13.00	100.00	83.01	20.42	416.96	78
4	Sufficient resources for supporting part time instructors	20.00	100.00	78.86	21.66	469.02	76
5	Sufficient resources for faculty quality	40.00	100.00	88.18	14.51	210.65	76
6	Sufficient resources to support administrative assistance	28.00	100.00	87.97	17.74	314.86	77
7	Sufficient resources to support interpersonal competency development of students	26.00	100.00	87.57	16.84	283.69	76
8	Sufficient resources to support theoretical competency development of students	43.00	100.00	89.74	13.84	191.54	77
9	Sufficient resources to support clinical competency development of students	32.00	100.00	90.29	14.25	203.01	77
10	Sufficient resources to support multicultural and diversity competency development of students	0.00	100.00	81.21	24.52	601.15	77
11	Helpfulness of University Admissions Office	0.00	100.00	85.95	20.16	406.39	77
12	Helpfulness of University Registrar Office	0.00	100.00	85.61	20.98	440.05	76
13	Helpfulness of University Financial Aid Office	0.00	100.00	86.05	22.01	484.53	75
14	Helpfulness of University Counseling Office	0.00	100.00	80.70	25.33	641.67	71
15	Helpfulness of University Disability Office	0.00	100.00	70.82	31.28	978.21	66
16	Helpfulness of International Services	0.00	100.00	71.89	29.13	848.36	61

Program Director Evaluation Data also offers evidence of program experience.

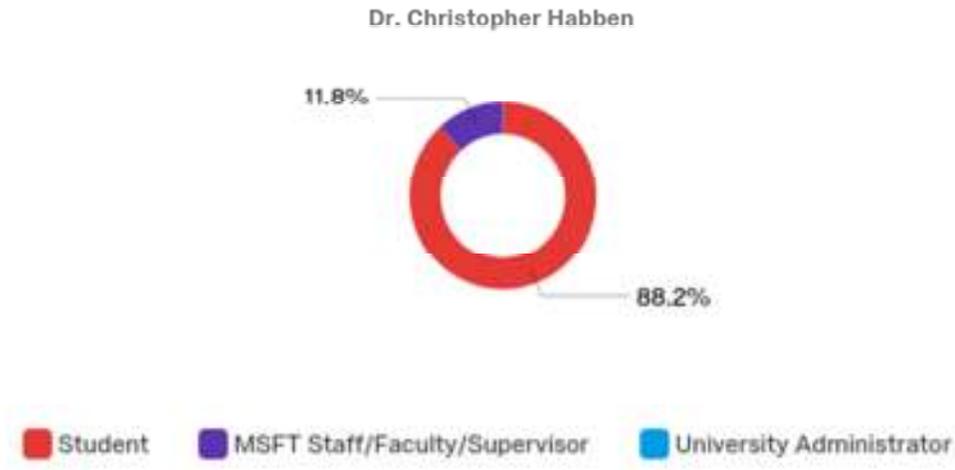
## Program Director Report

Default Report

2018 Program Director Survey

September 12th 2018, 1:09 am -05

Q3 - Please select your role from the following choices:



Question	Dr. Christopher Habben	
Student	88.2%	30
MSFT Staff/Faculty/Supervisor	11.8%	4
University Administrator	0.0%	0
Total	Total	34

**Q1 - For each of the following items, please move the slider between Strongly Disagree and Strongly Agree to best indicate your experience of the MSFT Program Director (Student)**

Dr. Christopher Habben

Field	Minimum	Maximum	Mean	Std Deviation	Count
The PD reflects the Mission of Friends University	0	100	69	27	26
The PD reflects the Mission of the MSFT Program	0	100	68	27	27
The PD displays Interpersonal Competency	0	100	59	30	27
The PD displays Theoretical Competency	0	100	87	20	27
The PD displays Clinical Competency	0	100	78	27	27
The PD displays Inclusiveness and Multicultural Sensitivity	0	100	53	34	27
The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources	33	100	73	21	25
The PD assures use of competent part-time faculty	0	100	79	23	26
The PD communicates information related to COAMFTE Accreditation	40	100	87	17	27
The PD Is accessible and responsive	15	100	67	26	26
The PD assures student concerns, complaints and grievances are addressed	0	100	54	34	26
Overall satisfaction with the MSFT Program Director	0	100	65	31	26

**Q4 - For each of the following items, please move the slider between Strongly Disagree and Strongly Agree to best indicate your experience of the MSFT Program Director (Staff)**

Dr. Christopher Habben

Field	Minimum	Maximum	Mean	Std Deviation	Count
The PD reflects the Mission of Friends University	96.0	100.0	99.0	1.7	4
The PD reflects the Mission of the MSFT Program	100.0	100.0	100.0	0.0	4
The PD displays Interpersonal Competency	95.0	100.0	98.3	2.0	4
The PD displays Theoretical Competency	95.0	100.0	98.8	2.2	4
The PD displays Clinical Competency	90.0	100.0	97.5	4.3	4
The PD displays Inclusiveness and Multicultural Sensitivity	90.0	100.0	97.5	4.3	4
The PD assures that MSFT Program has sufficient physical resources	89.0	100.0	96.0	4.5	4
The PD assures that MSFT Program has sufficient human resources	85.0	96.0	90.3	4.1	4
The PD assures use of competent part-time faculty	92.0	100.0	96.8	3.4	4
The PD assures use of competent Program Supervisors	92.0	100.0	98.0	3.5	4
The PD manages COAMFTE accreditation responsibilities adequately	96.0	100.0	99.0	1.7	4
The PD manages program assessment adequately	95.0	100.0	98.3	2.0	4
The PD is accessible and responsive	89.0	100.0	95.5	4.7	4
The PD provides quality oversight of the curriculum	93.0	100.0	98.3	3.0	4
The PD provides quality oversight of the clinical training	93.0	100.0	97.0	3.1	4
The PD provides quality oversight of the facilities	92.0	100.0	95.5	2.9	4
The PD provides quality oversight of the program services	95.0	100.0	98.8	2.2	4
The PD assures maintenance and enhancement of the program's quality	92.0	100.0	97.5	3.3	4
The PD assures student concerns, complaints and grievances are addressed	88.0	100.0	94.8	5.4	4
Overall satisfaction with MSFT program director	95.0	100.0	98.3	2.0	4

**Q9 - Please identify areas of improvement for the Program Director to focus on.**

Dr. Christopher Habben

Please identify areas of improvement for the Program Director to focus on.

Being more available, taking time to address students' concerns rather than ignoring them or simply doing something to "check it off" the list of things to do, following through on things that are important to the students, faculty, and program as a whole, not taking students' concerns personally, not talking over others (faculty members, adjunct professors, students, supervisees)

Include minority therapist into teaching.

Don't feel guilty about your power and privilege. Be a benevolent leader.

Attention to cultural sensitivity, watching out for dismissive tendencies

Overall, he has done a good job, but he seemed to be distracted at times with his other commitments for AAMFT, COAMFTE, and other things. I understand he is busy, but a better balance would have been appreciated.

Interpersonal skills and making students feel heard and taking action to meet the needs of the students. I have not had personal negative experiences with habben, but I don't feel comfortable bringing up my student issues with him because of other experiences I've heard about.

He needs to give himself grace. He is too hard on himself.

Interpersonal competency, multicultural sensitivity and knowledge

Time management but this is due to an extremely large load that he carries. I believe anyone would find this challenging.

Improve awareness of student sensitives; more open-minded to race/culture/socioeconomic status stereotyping; listen to student concerns instead of broadly generalizing based on their appearance; He uses similar approaches to feign empathy and interest when talking to students, though he responds with a clear lack of concern for the genuine needs of the students; poor job at accepting responsibility for his lack of interpersonal competency and disregard for students.

Cultural Competency taught from a non-white, straight male would be a start

Multicultural competency and accessibility.

Time management - too many outside responsibilities this year.

Confidentiality, don't feel safe sharing real thoughts,

Multicultural competency, addressing student concerns, become more accessible and responsive

Feedback on the multicultural experiences of diverse classmates has been frequently silenced or ignored. I've watched these classmates struggle to be vulnerable and explain the negative impacts that this programs presumably uncounscience racial bias have had on them. Conversations have been quick redirected and framed as relational conflict and the marginalized student is effectively silenced. It's has created a very oppressive environment that doesn't feel safe for some students. One of the top students in our class has actually missed class recently due to not feeling safe due to this. Diversity and multicultural competence are often discussed, but rarely given the due diligence and competence of other metrics. I don't think it's a good program for minorities, as it effectively protects the systemic oppression while multicultural conversations usually only facilitate a space for white students and the professors to share their intent, while ignoring the experiences and implications of minorities and leaving them the burden of seeking mentorship or guidance from outside the program. That seems unfair because they have to do so much work just to be on a level level, only because of their race and/or ethnicity.

Treating everyone with respect, not pushing his own agenda/beliefs, validating student concerns, actually doing something about student concerns, leaving personal issues at home, taking care of himself and his time so that his personal issues don't become our issues.

I am so impressed with this PD's ability to juggle the many tasks and responsibilities of PD as well as his other professional responsibilities. In terms of improvement, I personally wish that the PD had more authority to make decisions regarding the quality of staff performance (such as annual performance reviews.) Given that we are a small program, in terms of human resources, when one person does not perform well, it effects the team as a whole. To some extent, I believe it is a little unclear where the main campus oversight of staff ends and the PD's authority begins.

I am concerned we are getting a different experience of Dr. Habben than cohorts in the past. I do not think we are benefiting from the same experience students have received in years past, however, this should not effect accreditation. My other, larger concern about the program Dr. Habben is directing is that "multicultural competency" is a forced reaction to an accreditation expectation. This probably applies to AAMFT as a whole. Forced, "passionate" responses do not equal humble education.

The PD often address issues past the point where they need addressed. He seems uncomfortable in his role as both the program director and AAMFT president. He seems to have a hard time finding balance in his professional life

Interpersonal interactions with the PD are a bit awkward (goofy?). This is not meant to disparage him personally; it simply makes it harder to approach him with a serious issue.

Being able to be more differentiated and accept feedback. Tends to become defensive and sometimes talks over students

**Q10 - Please identify strengths of the Program Director.**

Dr. Susan Dutcher

Please identify strengths of the Program Director.

Dr. Christopher Habben

Please identify strengths of the Program Director.

In the classroom: does a good job communicating the material and is competent when discussing theory and course material. Has a good heart to work with AAMFT and other organizations to further the MFT field. Gets to know (some) students well. Handles a busy schedule well.

Theoretical and Clinical Competency. Thinking outside the box.

Always welcomes feedback.

Desire to learn and grow, open to feedback

He definitely wants to connect with every student and has a big heart to genuinely care about every single person at the KC campus. He is competent and relational which is a great combination for his position.

Clinical competency

He is very competent and always strives to meet the needs of the students.

Clinical competency - incredibly helpful within a supervision role (supervising my supervisor).

He has a genuine care and concern for students and faculty/staff. He desires to continually improve the program and generates new ideas to present to faculty, supervisors, staff, and students.

Clinical and Theoretical Competency are evident

He is clinically competent. I experienced him as humble when I approached him about something that he did that upset me.

I feel the Program Director is approachable and available to students.

Very intentional and incredibly passionate about the program. Truly desires the best for his students.

Dr. Habben should be commended for his work towards continuing the accreditation standards in this program. This program truly exists because of his leadership. If he ever doubts his impact as a Program Director, I hope he knows how influential he has been to hundreds of students and thousands of clients.

Accessible, humorous, clinically sound and gives good guidance during supervision

Theoretical competency and teaching ability

Dr. Habben is extremely attentive and engaged when it comes to topics not involving multicultural competency. I think he cares about students genuinely, despite not being able to see issues of racial inclusion from perspectives other than his own.

Charisma

The PD is intentional about creating meaningful relationship with students, adjunct, full-time faculty, and staff. He thinks through decisions in helpful ways, and is always mindful about delivering the highest quality program according to both accreditation standards and the needs of our students. He is intentional about collecting feedback and data and using this information to inform program decisions. He tirelessly supports recruiting efforts, and works well to engage new recruits into our program.

Dr. Habben is very intelligent and skilled. I learn a lot from his experience and knowledge. His theoretical and clinical competency is very high.

He is very knowledgeable concerning theories.

Passion for the MSFT program; concern for students and faculty; integrity

Energetic, knows theory, passion for mft

**Q11 - Please provide any additional comments that would be helpful regarding the role of the Program Director in the quality improvement process.**

Dr. Susan Dutcher

Dr. Christopher Habben

Please provide any additional comments that would be helpful regarding the role of the Program Director in the quality improvement process.

I think that Dr. Habben has good intentions, but lacks follow through...which sometimes comes off like he doesn't genuinely care about the students' concerns. As a program director, we need him to be the person who says what he is going to do and does it.

Friends University is a Christian school. Don't hide or apologize for that.

I think there needs to be a different hierarchy so that every student concern doesn't have to be filtered through him. It seems like if I voiced a concern that didn't sit well with him, that I am risking my chances of receiving a written letter of attestation from him at the end of the program. I want to be able to voice concerns without fear of losing my chance to practice as an MFT.

Thank you for all you have done in teaching us.

Better awareness around communicating with students, especially with difficult topics.

Wonderful program director!

I have experienced the PD as unresponsive to student concerns in person and via email. He was highly insensitive to mine and others' needs. As students, many of us have shared stories of feeling unheard and disregarded by Dr. Habben.

Transparency

He seems too busy to be accessible in the way that the other staff is able to be.

He is incredibly gifted as a leader, professor and supervisor.

To date, I haven't had much interaction with the PD. Most of my answers are tempered with a level of ignorance.

Don't encourage new students to share real feelings and then use those thoughts and feelings against the students the rest of the educational process. That only encourages a lack of trust between students and faculty.

As students, many of us have been meeting and trying to find ways to make our program a safe place for everyone. We love the program, and want all of our classmates to feel safe. We would like the staff to take action on these immediately, through addressing their own bias and multicultural competence. We would like this to happen in a manner that doesn't rely on their students, supervisees, minority's adjunct staff, or any other forms of subordinate to facilitate.

I think he once was great, but there is some serious concern among the cohort concerning his ability to care and respect all students, regardless of sex or multicultural background.

Some of the areas that I marked lower were areas in which I think the responsibilities are shared between the PD and our main campus administrative departments, such as adequate physical resources and facility quality. The PD can only do so much with the resources given to his/her program. In terms of clinical oversight, I see this as more of a role of the Clinical Director than of the PD.

TRUE multicultural education from the top down MUST happen. If it is a forced expectation in every course from every instructor to facilitate instruction, then instructors should be required to reach a high level of multicultural responsibility, otherwise all we are doing is further injuring those who are not in the majority every time we force discussion for the sake of what we think is "education".

When he is professor, to meet deadlines on grades. He seems to always grade things late. If we as students are held to deadlines, then the program director should definitely be held to the same standard if not higher.

## Gateway Benchmarks

The 2017-2018 has set both minimal and aspirational goals for progress through the MSFT Program gateways. In the transition of Program Director Roles, there is some updating to remain.

COAMFTE Summary Data (Kansas City)													
Cohort	Total Number in Cohort	Total Number of Graduates in Cohort	Percentage of Cohort Graduating	Number of Cohort Sitting for Exam	Percentage Cohort Sitting for Exam	Number of those who sat for exam that passed	Percentage of those who sat for exam that passed	Number of Cohort Obtaining Indep License	Percentage of Cohort Obtaining Indep License	Number of Cohort Working as MFT	Percentage of Cohort working as MFT	Number of Cohort Working in Mental Health	Percentage of Cohort working in Mental Health
22	34	20	58.82	11	43.85	10	90.91	1	4.77	8	33.33	8	33.33
24	16	16	100	8	37.5	3	75	1	6.25	4	25	5	31.25
26	20	16	80	11	55	10	90.91	1	25	10	50	10	50
28	20	17	85	16	80	15	93.75	9	45	11	55	12	60
30	27	18	66.67	16	72.73	15	93.75	1	22.73	11	50	14	63.64
32	24	21	87.5	16	66.67	15	93.75	1	29.17	14	58.33	16	66.67
34	24	17	70.83	15	62.1	15	100	12	50	14	58.33	15	62.1
36	29	26	89.66	28	79.31	22	93.65	13	44.83	15	51.72	15	51.72
38	26	24	92.31	12	44.62	22	100	13	50	18	69.23	17	65.38
40	26	21	80.77	20	76.92	19	95	9	34.62	13	50	14	53.85
42	26	21	80.77	19	73.08	17	89.47	9	34.62	13	50	14	53.85
44	27	20	74.07	19	69.83	18	94.74	1	22.73	14	51.85	14	51.85
46	26	22	84.62	19	73.08	16	84.21	1	7.69	18	69.23	20	76.92
48	24	21	87.5	17	70.83	16	94.12	1	2.33	10	41.67	10	41.67
50	24	20	83.33	1	12.1	1	100	0	0	13	54.17	13	54.17
52	22	19	86.36	0	0	0	0	0	0	0	0	0	0

COAMFTE Summary Data (Wichita)													
Cohort	Total Number in Cohort	Total Number of Graduates in Cohort	Percentage of Cohort Graduating	Number of Cohort Sitting for Exam	Percentage Cohort Sitting for Exam	Number of those who sat for exam that passed	Percentage of those who sat for exam that passed	Number of Cohort Obtaining Indep License	Percentage of Cohort Obtaining Indep License	Number of Cohort Working as MFT	Percentage of Cohort working as MFT	Number of Cohort Working in Mental Health	Percentage of Cohort working in Mental Health
29	30	30	100	25	83.33	22	88	8	20	20	66.67	20	66.67
31	33	31	93.94	26	78.79	26	100	10	38.5	20	60.61	22	66.67
33	30	25	83.33	23	76.67	22	95.65	8	20	19	63.33	19	63.33
35	32	24	75	23	71.88	23	100	3	13.04	16	50	19	59.38
37	32	26	81.25	24	75	22	91.67	7	29.17	14	43.75	17	53.13
39	34	30	88.24	20	58.82	25	125	14	41.18	23	67.65	23	67.65
41	31	25	80.65	25	80.65	23	92	20	64.52	21	67.74	22	70.97
43	35	29	82.86	25	71.43	24	96	11	31.43	13	37.14	12	34.29
45	38	30	78.95	24	63.16	21	87.5	2	5.26	15	39.47	10	26.32
47	35	31	88.57	19	54.29	18	94.74	1	2.38	8	22.86	8	22.86
49	34	33	97.06	19	55.88	17	89.47	1	5.88	15	44.12	16	47.06
51	34	0	0	0	0	0	0	0	0	0	0	0	0
53	33	0	0	0	0	0	0	0	0	0	0	0	0

Wichita, September 12, 2018

Page 2 of 3

### Wichita Cohort 51

- Number of students that were initially admitted into the program 34
- Number of students that enrolled in the program 34
- Number of students that started the program (enrolled in FMTH 503) 34
- Number of students that started internship (FMTH 693) 34
- Number of students that graduated on time (did not extend) 27
- Number of students that graduated in total (including extenders that finished) As of now 27; 5 are still in some level of extension

**Note: There are a number of sources for inquiry, enrollment, and graduate data. Because it is located in the University Banner System and now a new software system for the enrolment management office, data is often variant between systems. It would be ideal to find a means to best capture program data to be housed locally for far easier access and greater trustworthiness.**

**Clinical Experience to Diversity**

Kansas City  
 Diversity Experience 2018  
 September 12th 2018, 1:42 am -05

**Q2 - Please estimate the percentage of clients you have experienced from each age group. Must total 100%**

#	Field	Mean	Count
1	Infant/Toddler	5.00	13
2	Elementary	20.46	13
3	Middle School/High School	8.92	13
4	College/Young Adult	16.62	13
5	Midlife	40.54	13
6	Later Life	8.46	13

**Q5 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	No physical, emotional or cognitive limitations	45.00	13
2	Physical limitations/disability	3.46	13
3	Emotional limitation/disability	36.92	13
4	Cognitive limitation/disability	14.62	13

**Q6 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	No preexisting mental health diagnosis	16.15	13
2	Prior Psychotic mental health history	1.15	13
3	Prior Mood disorder mental history	10.54	13
4	Prior Anxiety mental health history	21.77	13
5	Prior Trauma history	45.00	13
6	Prior combination of mental health concerns above	5.38	13

**Q7 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	No history of alcohol or drug (prescription or "street" drugs) abuse or dependence	62.15	13
2	History of alcohol abuse or dependence	12.31	13
3	History of prescription drug abuse or dependence	3.46	13
4	History of "street" drug abuse or dependence (meth, heroin, etc)	4.00	13
5	History of Combination of Alcohol and Drug abuse or dependence	18.08	13

**Q8 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Asian	1.15	13
2	Black/African American	14.77	13
3	Hispanic, Latino/a or Spanish Origin	12.92	13
4	Middle Eastern or North African	0.54	13
5	Native American or Alaska Native	0.92	13
6	Native Hawaiian or Other Pacific Islander	0.00	13
7	White/caucasian	68.54	13
8	Other race, ethnicity or origin	1.15	13

**Q9 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Incomplete High School Education	20.00	13
2	High School Diploma	45.31	13
3	College Undergraduate Education	31.15	13
4	Master Level Graduate Education	2.77	13
5	Doctorate or M.D. Education	0.77	13

**Q10 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Identifies primarily as heterosexual or straight	91.92	13
2	Identifies primarily as Gay or Lesbian	4.23	13
3	Identifies primarily as bi-sexual	3.46	13
4	Identifies primarily as Asexual	0.38	13
5	Identifies primarily as other than options listed above	0.00	13

**Q11 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Identifies primarily as Athiest/Agnostic	13.31	13
2	Identifies primarily as Buddhist	0.00	13
3	Identifies primarily with Christianity (Catholic, Protestant, Orthodox, LDS etc.)	78.85	13
4	Identifies primarily with Hinduism	0.00	13
5	Identifies primarily with Judaism	0.00	13
6	Identifies primarily with Islam	0.15	13
7	Identifies primarily as other than listed	7.69	13

**Q12 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
4	Upper Class	2.31	13
3	Middle Class	23.46	13
2	Working Class	34.23	13
1	Lower class	40.00	13

**Q13 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Identifies as Male	29.23	13
2	Identifies as Female	70.38	13
3	Identifies in non-binary terms other than male or female	0.38	13
4	Identifies in manner not listed	0.00	13

**Q14 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	US Born Citizen	89.85	13
2	Legal Immigrant	7.46	13
3	Illegal immigrant	2.31	13
4	Status not listed	0.38	13

**Q16 - Regarding the following variables, please select the best descriptors**

#	Question	Most all Clients are similar to me		More clients are similar to me than different		About as many clients are similar to me as different		More clients are different than me than similar		Most all clients are different than me		Total
1	Age	0.00%	0	0.00%	0	23.08%	3	69.23%	9	7.69%	1	13
2	Physical Ability	38.46%	5	30.77%	4	23.08%	3	7.69%	1	0.00%	0	13
3	Mental Health Diagnosis	0.00%	0	7.69%	1	23.08%	3	53.85%	7	15.38%	2	13
4	Drug / Alcohol History	0.00%	0	7.69%	1	23.08%	3	38.46%	5	30.77%	4	13
5	Ethnicity/Race	23.08%	3	23.08%	3	23.08%	3	23.08%	3	7.69%	1	13
6	Education	0.00%	0	0.00%	0	0.00%	0	61.54%	8	38.46%	5	13
11	Gender	30.77%	4	38.46%	5	30.77%	4	0.00%	0	0.00%	0	13
8	Religion	15.38%	2	23.08%	3	38.46%	5	7.69%	1	15.38%	2	13
9	SES	0.00%	0	15.38%	2	30.77%	4	30.77%	4	23.08%	3	13
7	Sexual Orientation	46.15%	6	46.15%	6	7.69%	1	0.00%	0	0.00%	0	13
10	US Citizen Status	69.23%	9	23.08%	3	0.00%	0	7.69%	1	0.00%	0	13

**Q2 - Please estimate the percentage of clients you have experienced from each age group. Must total 100%**

#	Field	Mean	Count
1	Infant/Toddler	2.14	7
2	Elementary	2.57	7
3	Middle School/High School	10.86	7
4	College/Young Adult	18.29	7
5	Midlife	54.43	7
6	Later Life	11.71	7

**Q5 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	No physical, emotional or cognitive limitations	46.14	7
2	Physical limitations/disability	9.71	7
3	Emotional limitation/disability	24.43	7
4	Cognitive limitation/disability	19.71	7

**Q6 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	No preexisting mental health diagnosis	3.57	7
2	Prior Psychotic mental health history	6.71	7
3	Prior Mood disorder mental history	11.00	7
4	Prior Anxiety mental health history	19.57	7
5	Prior Trauma history	21.00	7
6	Prior combination of mental health concerns above	38.14	7

**Q7 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	No history of alcohol or drug (prescription or "street" drugs) abuse or dependence	23.29	7
2	History of alcohol abuse or dependence	11.43	7
3	History of prescription drug abuse or dependence	13.71	7
4	History of "street" drug abuse or dependence (meth, heroin, etc)	26.71	7
5	History of Combination of Alcohol and Drug abuse or dependence	24.86	7

**Q8 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Asian	3.00	7
2	Black/African American	13.14	7
3	Hispanic, Latino/a or Spanish Origin	12.00	7
4	Middle Eastern or North African	2.14	7
5	Native American or Alaska Native	1.43	7
6	Native Hawaiian or Other Pacific Islander	3.57	7
7	White/caucasian	61.86	7
8	Other race, ethnicity or origin	2.86	7

**Q9 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Incomplete High School Education	24.14	7
2	High School Diploma	45.86	7
3	College Undergraduate Education	20.43	7
4	Master Level Graduate Education	7.29	7
5	Doctorate or M.D. Education	2.29	7

**Q10 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Identifies primarily as heterosexual or straight	69.86	7
2	Identifies primarily as Gay or Lesbian	17.14	7
3	Identifies primarily as bi-sexual	8.29	7
4	Identifies primarily as Asexual	3.00	7
5	Identifies primarily as other than options listed above	1.71	7

**Q11 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Identifies primarily as Athiest/Agnostic	10.43	7
2	Identifies primarily as Buddhist	2.86	7
3	Identifies primarily with Christianity (Catholic, Protestant, Orthodox, LDS etc.)	74.29	7
4	Identifies primarily with Hinduism	1.43	7
5	Identifies primarily with Judaism	0.71	7
6	Identifies primarily with Islam	0.00	7
7	Identifies primarily as other than listed	10.29	7

**Q12 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
4	Upper Class	5.29	7
3	Middle Class	21.00	7
2	Working Class	26.86	7
1	Lower class	46.86	7

**Q13 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	Identifies as Male	37.43	7
2	Identifies as Female	55.14	7
3	Identifies in non-binary terms other than male or female	3.86	7
4	Identifies in manner not listed	3.57	7

**Q14 - Please estimate the percentage of clients you have experienced in the following list. Must total 100%**

#	Field	Mean	Count
1	US Born Citizen	89.86	7
2	Legal Immigrant	7.29	7
3	Illegal immigrant	2.86	7
4	Status not listed	0.00	7

**Q16 - Regarding the following variables, please select the best descriptors**

#	Question	Most all Clients are similar to me		More clients are similar to me than different		About as many clients are similar to me as different		More clients are different than me than similar		Most all clients are different than me		Total
1	Age	0.00%	0	14.29%	1	42.86%	3	28.57%	2	14.29%	1	7
2	Physical Ability	0.00%	0	28.57%	2	71.43%	5	0.00%	0	0.00%	0	7
3	Mental Health Diagnosis	0.00%	0	0.00%	0	0.00%	0	42.86%	3	57.14%	4	7
4	Drug / Alcohol History	0.00%	0	0.00%	0	14.29%	1	28.57%	2	57.14%	4	7
5	Ethnicity/Race	14.29%	1	28.57%	2	42.86%	3	14.29%	1	0.00%	0	7
6	Education	0.00%	0	0.00%	0	0.00%	0	0.00%	0	100.00%	7	7
11	Gender	14.29%	1	14.29%	1	57.14%	4	14.29%	1	0.00%	0	7
8	Religion	0.00%	0	42.86%	3	28.57%	2	14.29%	1	14.29%	1	7
9	SES	0.00%	0	14.29%	1	14.29%	1	57.14%	4	14.29%	1	7
7	Sexual Orientation	28.57%	2	28.57%	2	14.29%	1	28.57%	2	0.00%	0	7
10	US Citizen Status	28.57%	2	28.57%	2	42.86%	3	0.00%	0	0.00%	0	7

## Work Plan for 2018-2019

1. What does data Suggest?
2. Needs
  - a. Restoration
    - i. Relationships
    - ii. Program
    - iii. Other
  - b. Development of the Multicultural Advisory Board
    - i. Chris: Build on First meeting
    - ii. Organize speakers and trainers around the calendar
  - c. Capstone Clarity
    - i. Portfolio?
  - d. Marketing in Kansas City
  - e. Scholarship Development
  - f. Workshop Development
3. Other Grant Resource Options
  - a. International travel to study MFT abroad
  - b. Research projects

## Quarterly Review 3

9/12/18

### Meeting Minutes

In attendance: Rebecca Culver-Turner, Chris Habben, Jennifer Jay, Sarah Lyon, Steve Rathbun

Meeting Minutes: Brenda Poore

Meeting called to order: 9:10a

#### Data Review:

- The group looked at *Diversity Data*
  - Cohort 55 has a higher diverse rate, and because of that may need more diversity training for supervisors/adjuncts.
  - Multicultural Advisory Committee needs to be launched in Wichita
- The group looked at *Recruiting/Applications* for both sites
  - Recruiting was slow for KC and they spread out their interview days over 3 separate dates. Last cohort started with 4 short of the maximum.
  - Wichita recruiting was strong and started maximum # of students with a waitlist of alternates.
    - Recruiting department is set to reach out to Manhattan Christian and K-state for more KC leads/recruits.
    - Realigning the University might attribute to more students from within
    - Wichita could reach out to WSU by being a guest speaker in a Psych class.
- The group looked at *Primary Learning and Key Assessments*
  - Wichita Responder rate was low; discussed to maybe do *in class* from now on. Pursue getting results back so it will not fall through the cracks and data will be more complete.
  - KC responder rate was much higher-made for more complete data
  - Discussed the Comp exam: For better results-review the questions again, timing it when things are not so heavy with assignments.
  - Spring is heavy/consider consolidating or reconstructing Spring for students so things don't become just a list to be checked off.
  - Have a future conversation about changing to a different kind of project
- The group looked at *SLO's*
  - The data is an attempt to show growth (at Site visit they wanted us to measure in a way that gives a truer picture of growth)
  - Some action needs to be taken to set benchmarks (for each SLO)
  - ACTION: Examine SLO benchmarks at future MSFT Faculty Meetings this fall.
- The group looked at *Term Four Review*
  - *Mission/Purpose*-There is some confusion about the context of the Christian faith with the University. Steve tried to cover it in FMTH 503.
  - *Support Services*-Some answers scored low--An observation is that students may be answering the questions that don't even use the services. Low answer is flagged for

giving students the option to click on not applicable. ACTION: Revise future Term One/Term Four Surveys. Need to continue to monitor.

- *Facilities and Resources*-KC is working on wireless access- response to the low score. All other scores indicate no action is needed for improvement or change.
  - *MFT Academic Instruction*-Portfolio scored low-Discussion on how to change it/what to change it to. Possibilities: make it a working model, a hybrid design, keep it a portfolio. They agreed to have more conversations regarding this at a later date. . All other scores indicate no action is needed for improvement or change. ACTION: Revise Capstone.
  - *MFT Administration*-CSC scored low in accessibility and responsiveness. Some concerns as to why. All other scores indicate no action is needed for improvement or change.
  - *MSFT Faculty*-Mission statement question scored low. Part-time Faculty accessibility ques scored low-could be a training issue? The Business Class in Wichita had concerns from students in the comment section. All other scores indicate no action is needed for improvement or changes. ACTION: Gain more feedback/context around part-time instructors.
- The group looked at the *Program Director Report*
    - Chris's PD report was low and he doesn't know what to attribute it to and is concerned.
    - Faculty offered the context of his AAMFT Presidency
  - The group looked at *Clinical Experience to Diversity*
    - The KC results reflected and indicated that there is a broad range of clients and that they are different from themselves (the student therapists)
    - The Wichita results for the same thing reflects that it is doing a good job bringing in a diverse clientele.

The meeting adjourned at 12:10p

# APPENDIX F

# MSFT Program Faculty Meeting

## A G E N D A

**Date: December 12, 2018**

**Time: 10:00 pm to 12:00 pm**

**Place of Meeting:**

**Zoom Connect**

### MSFT Program Mission:

The MSFT Program embodies core Quaker values while engaging students on an educational journey of personal and professional transformation to affect change in the lives of those they will serve.

### MSFT Program Primary Learning Goals

- Interpersonal Competence
- Theoretical Competence
- Clinical Competency
- Multicultural Competence

- Call to Order
- RCT: DRAFT Working Model Rubric
- CMH: UPDATE
  - KC Advisory Meeting: CAPSTONE REVIEW
  - KC Advisory Meeting: Student Advocacy Initiative
- CMH/RCT: Common Stipulation V-C
  - Commission Feedback
  - ICT Submitted Response
  - KC Submitted Response
  - Draft Recommend Response Steps
    - Alumni Survey
    - Term 1 Survey
    - Term 4 Survey
- Reminder: QR4 Next Wednesday
- Other
- Adjourn

# Capstone: Working Model Project and Presentation Rubric: FMTH 696 (rev. 12/18)

by MSFT Admin

## Assessment

---

### Standards

---

**KS-Friends-MSFT-2016.2** Theoretical Competency: The acquisition, application and synthesis of knowledge to promote meaningful change

**KS-Friends-MSFT-2016.2.1** Understanding relevant conceptual knowledge

**KS-Friends-MSFT-2016.2.2** Application of relevant conceptual knowledge

**KS-Friends-MSFT-2016.2.3** Synthesize multiple conceptual frameworks

### Working Model Project and Presentation Rubric

---

	<b>Advanced</b> (5.000 pts)	<b>Proficient</b> (4.000 pts)	<b>Developing</b> (3.000 pts)	<b>Beginner</b> (2.000 pts)	<b>Below Standards</b> (1.000 pt)	<b>Unacceptable</b> (0.000 pt)
<b>INTERPERSONAL Awareness of Self</b> (2.000, 10%)	Clear articulation of self-emotion and emotional regulation. Discussion is guided by the Working Model lens and is accurate to the selected theories.		General articulation of self-emotion and emotional regulation. Discussion is generally guided by the Working Model lens. Some theoretical conceptualization is either vague or not applied well.		Inaccurate or incomplete articulation of self-emotion and emotional regulation. Discussion is not guided by the Working Model lens or theoretical conceptualization is inaccurate.	
<b>INTERPERSONAL Alliance</b> (2.000, 10%)	Clear articulation of how alliance is conceptualized and how it is used to facilitate change in the client system. Discussion is guided by the Working Model lens and is accurate to the selected theories.		General articulation of how alliance is conceptualized and how it is used to facilitate change in the client system. Discussion is generally guided by the Working Model lens. Some theoretical conceptualization is		Inaccurate or incomplete articulation of how alliance is conceptualized. Discussion is not guided by the Working Model lens or theoretical conceptualization is inaccurate.	

			either vague or not applied well.			
<b>THEORETICAL Worldview</b> (2.000, 10%)	Clear articulation of own worldview and how it interacts with Working Model. There is a clear connection between own worldview and the Working Model.		General articulation of own worldview and how it interacts with Working Model. There is a general connection between own worldview and the Working Model.		Inaccurate or incomplete articulation of own worldview and how it interacts with Working Model. There is no connection between own worldview and the Working Model.	
<b>THEORETICAL Underlying Assumption</b> (2.000, 10%)						
<b>THEORETICAL Concepts</b> (2.000, 10%)						
<b>THEORETICAL Interventions</b> (2.000, 10%)						
<b>MULTICULTUR Intersection</b> (2.000, 10%) KS-Friends-MSFT-2016.2.1 KS-Friends-MSFT-2016.2.2	Clear description of student's social identity and impact on therapeutic alliance; demonstrates awareness and attunement to own power, privilege, and/or marginalization. Is able to articulate specific examples.		General description of student's social identity and impact on therapeutic alliance; lacks some awareness around own power, privilege, and/or marginalization. Examples are vague. Does not specifically address race and/or gender.		Little to no description of student's social identity and impact on therapeutic alliance; no awareness or own power, privilege, and/or marginalization. Does not specifically address race and/or gender.	
<b>MULTICULTUR Treatment Considerations</b> (2.000, 10%) KS-Friends-MSFT-2016.2.1 KS-Friends-MSFT-2016.2.2	Clear description of reason for treatment adaptation, modification or maintenance based on client's cultural context		Generally addresses treatment adaptation, modification or maintenance based on client's cultural context.		Treatment adaptation, medication or maintenance is not presented or inaccurate.	
<b>CLINICAL: Video and Session</b>						

<b>Application</b> (1.000, 5%)						
<b>CLINICAL: Self- Reflection</b> (1.000, 5%)						
<b>APA Format and Resources</b> (2.000, 10%)	Used a minimum of 8 references with at least 5 of those resources being course texts/readings. APA format is accurate throughout the entire paper.		Used less than 8 resources. Less than 5 resources are course text/readings, few are peer reviewed. APA format contains some minor errors.		Used less than 6 resources. Less than 3 resources are course text/readings, few are peer reviewed. APA format contain numerous errors.	

Created By **LIVETEXT** by Watermark™

**Friends KC-MFT Program**  
**Alumni Advisory Board Meeting Minutes**

**10 DECEMBER 018** / Noon / ROOM 107

**Attendees**

Chris Habben, Sarah Lyon, Linda Bass, James Cochran, Stacey Hodges, Jennifer Babitzke

**Minutes Recorded:**

Jennifer Babitzke

**Agenda**

**New Business**

1. Call to Order: Noon
2. New Business
  - COAMFTE UPDATE
    - work plan to return student feedback to supervisors and faculty.
    - Need to take feedback given about program director and faculty and connect it to learning goals and program mission.
    - Accreditation renewed for another 7 years, 2025.
  - Capstone Project
    - In past we asked students to do a Working Model, and students generally gave feedback that it was another project to do, but not meaningful for them as a final, culminating experience.
    - Three Part
      - Comp Exam (covers academic/theoretical)
      - Working Model (punctuates theoretical)
      - Simulator or CEE (will address clinical progress)
        - Case presented to student. Students will be asked to diagnose, develop treatment plan with objectives, treatment approach using student's working model, and basically orally defend how they would approach clinical presentation.
      - Introduced idea about therapy simulator introduced at AAMFT annual conference.

- Feedback from board about this Capstone idea:
  - role-plays are being used in interview process for years (measuring how they do under pressure, also how they accept constructive criticism). This prepares students for what they will meet during job interviews and, perhaps, licensure.
  - Are there ways to record the simulated encounter and transcribe? yes, can be recorded through Zoom.
  - how will experience be graded?
  - would this experience count as a grade? Would it be pass/fail.
  - how is this process standardized? Can we, as a program, design scenarios, what are the responses, next feedback, etc.
  - suggestion to have peers, colleagues, supervisors, alumni to observe capstone project.
  - what is the “client” feedback process.
  - General acceptance of moving forward with this capstone idea.
  - Suggestion: having a backup plan to do the live, CEE version, until we have solidified and worked through this.
  - Ideas for research: applying for external grants.
- Multicultural Advisory Board
  - Multicultural competence is embedded in the curriculum, we need to make sure that we are integrating it fully in our every action in the program.
  - Advocate process: students have an advocate to be with student when bringing concern/complaint to faculty/staff who hold element of power, privilege over student.
  - Language: mental health center uses the term “champion” rather than advocate.
  - Accreditation goal: bring info/feedback from these meetings to adjuncts/faculty for further training, etc. (feedback loop)
  - Intentional training, protocols, confidentiality of advocate-- there must be a feedback process.
  - Intentional about being representative of multiple voices in developing structure.
  - Relational document rather than policy document.
- University/Program Changes

- Prospects for the Advisory Board
  - Program Data
  - Other
3. Adjourn: 1:34pm

**Next Meeting Date**

TBD

## 2018 Common Stipulation

### Stipulation V-C Kansas City

#### **Key Element V-C: Demonstrated Achievement of Faculty Effectiveness**

*The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes.*

- *The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes.*
- *The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.*

#### **Commission's Response:**

The program does not meet the requirements of this Key Element. The program provided aggregate data on Program Director and faculty performance as well as evidence that they are seen as effective by faculty and students. However, it is not clear how the program is tying the data to the attainment of the program's mission, goals, and student learning outcomes. The program needs to provide evidence of how the performance the Program Director's leadership and the performance of the faculty contribute to the attainment of the program's mission, goals, and student learning outcomes.

### Stipulation V-C Wichita

#### **Key Element V-C: Demonstrated Achievement of Faculty Effectiveness**

*The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes.*

- *The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes.*
- *The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.*

#### **Commission's Response:**

The program does not meet the requirements of this Key Element. The program provided aggregate data on Program Director and faculty performance as well as evidence that the results of the data is discussed in quarterly meetings. It is not clear whether these discussions assessed the degree to which Program Director and faculty performance helped achieve the programs mission, goals, and student learning outcomes. The program needs to provide evidence of how the performance of the Program Director's leadership and the performance of the faculty contribute to the attainment of the program's mission, goals, and student learning outcomes.

Percentage Sit for Exam	50%	65%
Percentage of Exam Takers Pass	90%	100%
Percentage Licensed	40%	60%

Figure 14. Recommended Benchmarks for Progression Data

**Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):**

**Key Element V-C: Demonstrated Achievement of Faculty Effectiveness**

The program must demonstrate faculty effectiveness in achieving the program’s mission, goals, and outcomes.

- The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program’s mission, goals, and outcomes.
- The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program’s mission, goals, and outcomes.

**Rubric for Response**

Describe the ongoing evaluative process and measures used to determine Program Director’s effectiveness in achieving the program's mission, goals, and outcomes.

**Program Response:**

The Program Director completes an annual evaluation with the Dean of the Graduate School (see Faculty Evaluation Form). In addition, over the past two years, the MSFT Program has developed and implemented a Program Director Survey that is administered annually (typically in June). The survey was developed by reviewing the program’s mission, goals, and SLOs and requests feedback on those areas in addition to requesting other data. Informal data is gathered through discussion with the Student Advisory Council, faculty, and staff.

Feedback from the Program Director evaluation is considered during Quarterly Reviews and presented to faculty across Kansas City and Wichita Sites. The Program Director Evaluation specifically asks about the PD’s display of the following:

- Interpersonal Competency
- Theoretical Competency
- Clinical Competency
- Multicultural Competency
- Reflection of the mission of Friends University and the MSFT Program

Feedback from Internship Evaluations and Term I/Term IV Data is considered and reviewed during Quarterly Reviews. Questions on the Internship Evaluations specifically ask about the following:

#### Program Supervisor

- Interpersonal Competency
- Theoretical Competency
- Clinical Competency
- Multicultural Competency
- Reflection of the mission of Friends University and the MSFT Program

Aggregate data may be shared at Clinical Meetings or individually with program supervisors.

Present aggregated data of Program Director's effectiveness.

#### **Program Response:**

Data was collected through the Program Evaluation survey and discussed at the September QR4 meeting. Most recent data revealed what the Program Director and other faculty already discussed at the initial start of the academic year. Program operations and alignment of tasks across sites need much improvement. Dr. Dutcher accepted the role of Program Director in August 2014. Since that time, there have been shifts in the MSFT Program structure and with the elimination of the Executive Director position the current Program Directors have attempted to find improved means of working collaboratively across sites. The previous year presented many challenges with the Program Director undertaking major accreditation tasks in addition to managing ongoing program operations. In retrospect, it likely would have been useful to request additional release time during the accreditation process.

Figure 15 illustrates that perception of students, faculty, and staff related to the role of the Program Director. Lower ratings reflect slight dissatisfaction with Program Director accessibility and timeliness of responses. In addition, student responses indicated dissatisfaction with part-time faculty. Higher ratings indicate that the Program Director is perceived as theoretically and clinically competent.

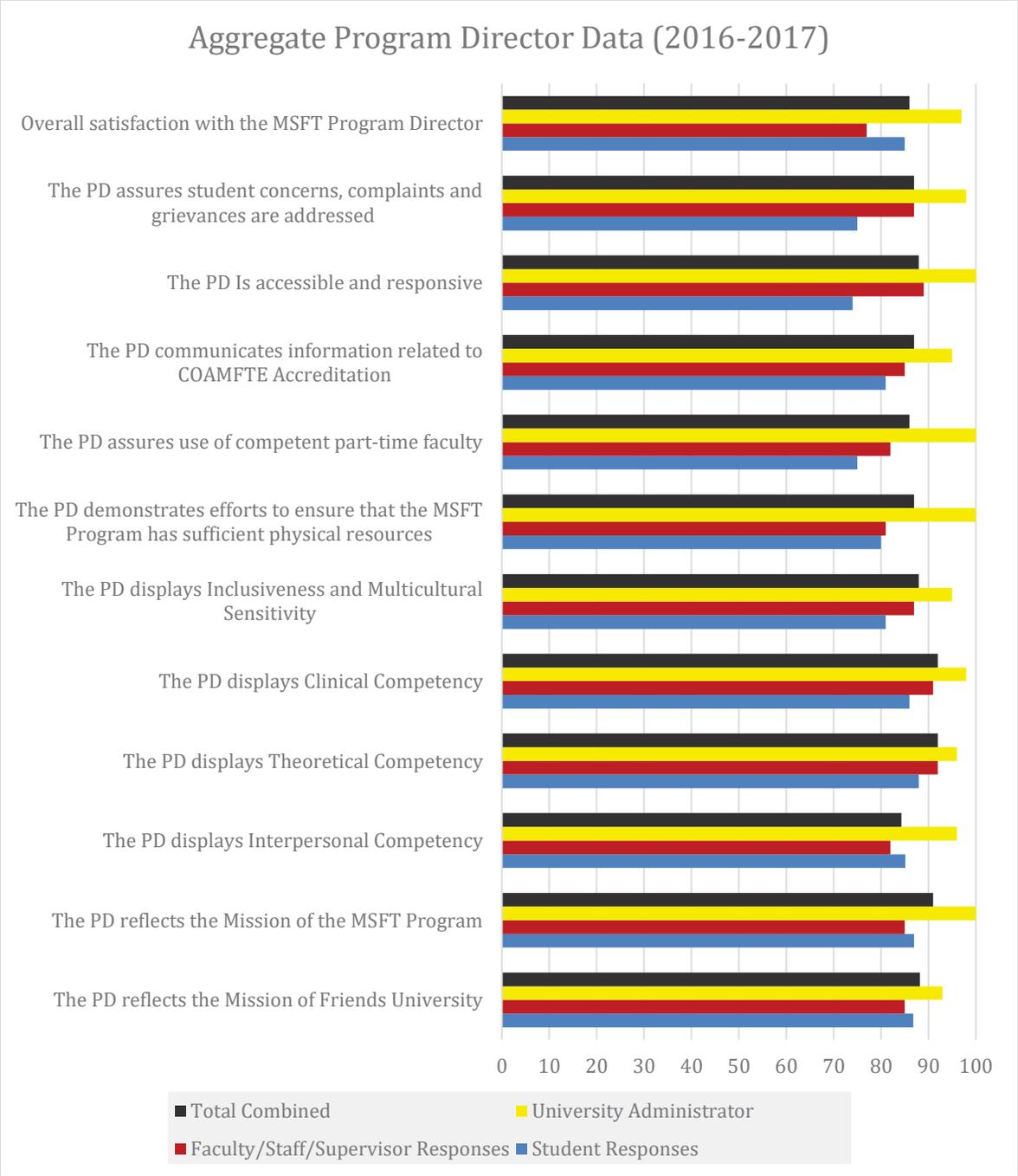


Figure 15. Chart includes aggregate data from past 2 years.

Describe the ongoing evaluative process and measures used to determine program faculty and supervisor effectiveness in achieving the program's mission, goals, and outcomes.

**Program Response:**

At the conclusion of each course, students complete a course evaluation through the IDEA course assessment. Friends University has transitioned this evaluation from paper and pencil to on-line completion. The transition to on-line administration has left gaps in the course evaluation structure and the MSFT program remains dependent upon university structures for completion of this data. The IDEA allows for student evaluation. The IDEA assesses twelve different learning objectives which the instructor may also designate as emphasized in the course including

1. Gaining factual knowledge
2. Learning fundamental principles, generalizations, or theories
3. Learning to *apply* course material
4. Developing specific skill in working with others as members of a team
5. Acquiring skills in working with others as member of a team
6. Developing creative capacities
7. Gaining a broader understanding and appreciation of intellectual/cultural activity
8. Developing skill in expressing self orally or in writing
9. Learning how to find and use resources for answering questions and solving problems
10. Developing a clear understanding and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments and points of view
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

The data allows for comparison with the program, the institution and the IDEA system as a whole. The assessment also provides overall ratings for the course instructor including

1. Progress on Relevant Objectives: This is a five point scale on the instructor success on the relevant objectives (described above) utilized for the course.
2. Excellent Teacher. This is a five point scale assessing the excellence of the instructor as a teacher.
3. Excellent Course. This is a five point scale assessment the excellence of the specific course
4. Summary Evaluation. This is a five point scale assessing the overall satisfaction of the course.

Supervisor data is collected at the end of each internship period as students evaluate their DYADIC and GROUP experiences. At the end of each clinical internship series, students complete a brief survey of their clinical supervision experience assessing on a 1-5 scaled from Strongly Agree to Strongly Disagree

1. Learning Experience
2. Safe Learning Environment
3. Supervisor was prepared and punctual
4. Supervisor encouraged and assisted my learning
5. Supervisor provided adequate direction
6. Audio/video data was used in a positive manner
7. Live supervision was positive experience

8. Supervision partner worked well
9. Supervision partner developed positive working experience

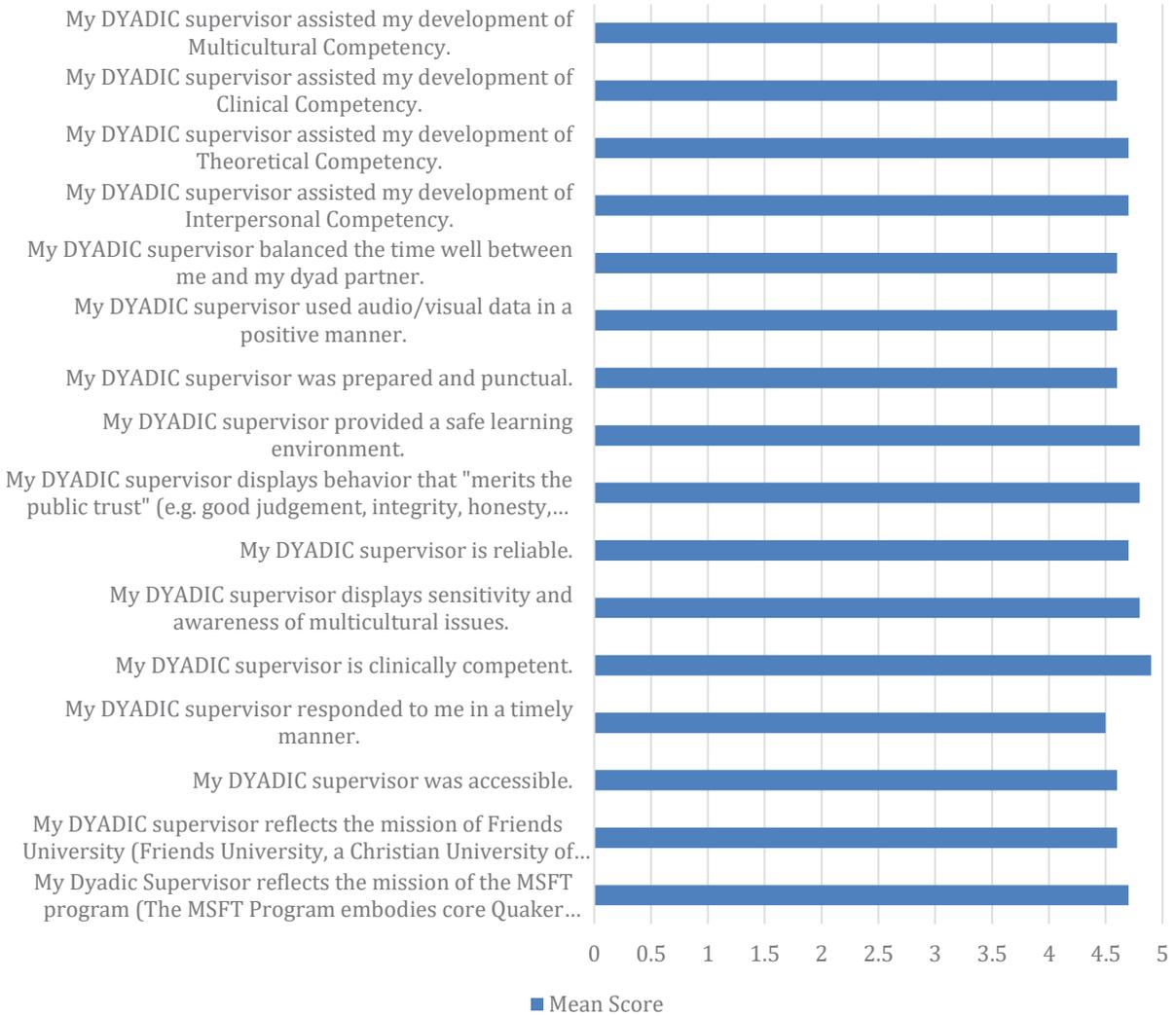
The completion of the Term One/ Term Four data also provides feedback to the program on the effectiveness of the faculty and supervisors. The MSFT Program administers a Term One survey at the end of the first semester for first year students and a very similar Term Four survey for advanced students near their completion of the program. Students are asked to rate their experience with variables related to the university mission, the catalog, the facilities, the support services, the curriculum, the training, the instruction, the faculty, and the administration of the program.

Present aggregated data of program faculty and supervisor effectiveness.

**Program Response:**

Data collected through Internship Evaluations and Program Evaluations addresses faculty and supervisor effectiveness. *Dyadic and Group Supervisors* are evaluated on interpersonal, theoretical, clinical, and multicultural competency domains. In addition, reliability, punctuality, and accessibility are addressed. *Evaluation feedback illustrated that, as a whole, supervisors and faculty are viewed as competent and are effective classroom instructors.*

## FMTH 693-4 Dyadic Supervision (2017)



## 2017 MSFT Program Evaluation Term IV - Faculty

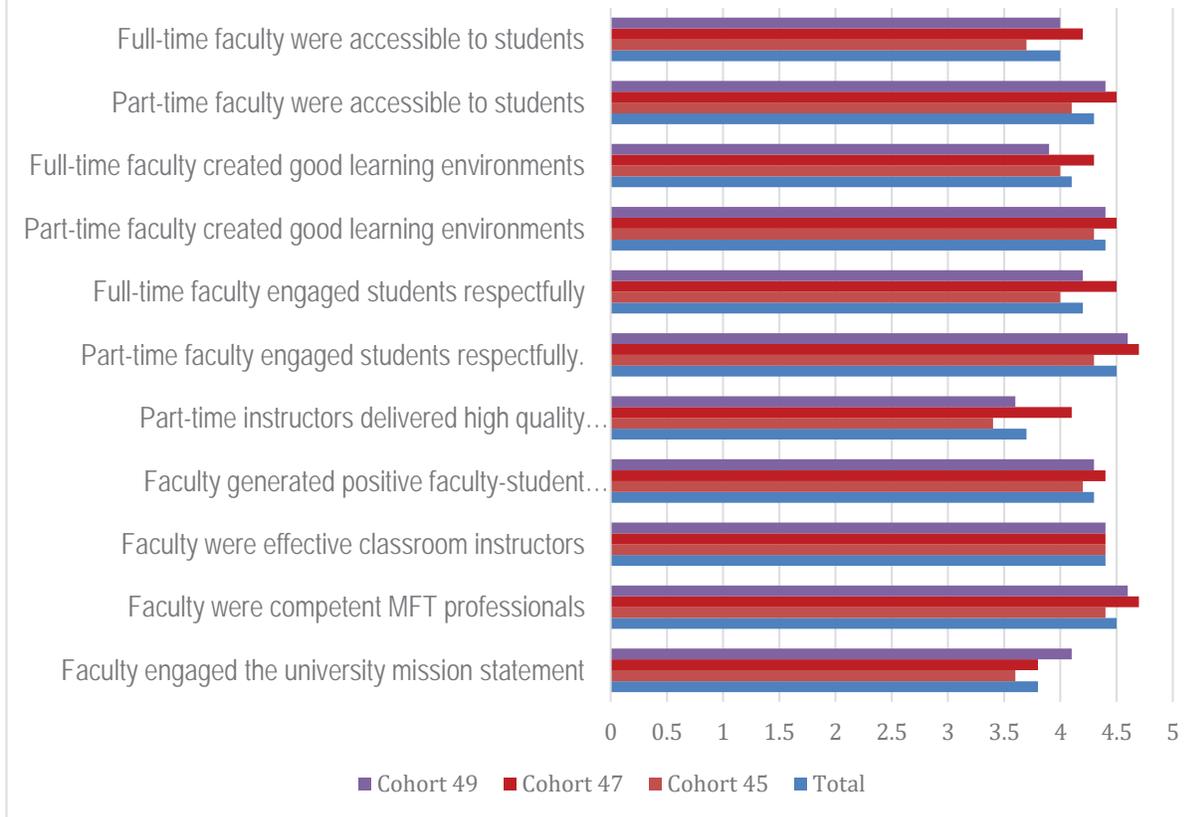


Figure 8. Program Evaluation Faculty Data

**Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):**

### Key Element V-D: Demonstrated Program Improvement

The program demonstrates how evidence is used to maintain the achievement of Student Learning Outcomes and/or foster program improvement with plans for future improvement based on the evidence. Evidence includes but is not limited to findings regarding program goals and outcomes, **student/graduate achievement**, Communities of Interest, and evaluations (as described in the assessment plan) of **curriculum** and teaching/learning practices; fiscal and physical resources; **technological resources**; instructional and clinical resources; academic resources; and **student support resources**. Data should demonstrate that the program is meeting its goals and outcomes, especially specified targets and benchmarks and if not, what plans the program has for meeting or modifying its goals.

**Key Element V-C: Demonstrated Achievement of Faculty Effectiveness**

The program must demonstrate faculty effectiveness in achieving the program's mission, goals, and outcomes.

- The program provides aggregated data that demonstrates the Program Director provides effective leadership for the program to achieve its program's mission, goals, and outcomes.
- The program provides aggregated data that demonstrates the performance and achievements of faculty that support attainment of the program's mission, goals, and outcomes.

**Rubric for Response**

**Describe the ongoing evaluative process and measures used to determine Program Director's effectiveness in achieving the program's mission, goals, and outcomes.**

**Program Response:**

As a member of the MSFT program core faculty, the Program Director completes an annual evaluation with the Dean of the Graduate School with a form that is protected from reproduction. In addition to the university evaluation the MSFT Program has developed and implemented a Program Director Survey that is administered annually. The survey is completed by students, faculty, staff and university administrators. The survey is administered by the *Office of Institutional Research and Accreditation* to assure integrity of the survey.

**Present aggregated data of Program Director's effectiveness.**

**Program Response:**

The following are the results of the Program Director Survey. Each item is a 0 -100 scale.

**Student Responses:**

Field	Minimum	Maximum	Mean	Standard Deviation	Count
The PD reflects the Mission of Friends University	53.00	100.00	<b>92.47</b>	12.00	17
The PD reflects the Mission of the MSFT Program	52.00	100.00	<b>93.59</b>	12.01	17
The PD displays Interpersonal Competency	42.00	100.00	<b>87.82</b>	18.79	17
The PD displays Theoretical Competency	86.00	100.00	<b>98.24</b>	3.87	17
The PD displays Clinical Competency	72.00	100.00	<b>96.38</b>	7.66	16
The PD displays Inclusiveness and Multicultural Sensitivity	26.00	100.00	<b>86.94</b>	17.67	17
The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources	60.00	100.00	<b>87.88</b>	13.22	16
The PD assures use of competent part-time faculty	60.00	100.00	<b>89.12</b>	13.19	17
The PD communicates information related to COAMFTE Accreditation	70.00	100.00	<b>92.06</b>	9.98	17
The PD Is accessible and responsive	35.00	100.00	<b>88.94</b>	15.36	17
The PD assures student concerns, complaints and grievances are addressed	30.00	100.00	<b>87.06</b>	19.02	16
Overall satisfaction with the MSFT Program Director	43.00	100.00	<b>89.18</b>	16.64	17

**MSFT Faculty/Staff/Supervisor Responses:**

Field	Minimum	Maximum	Mean	Std Deviation	Count
The PD reflects the Mission of Friends University	92.00	100.00	<b>97.67</b>	2.87	9
The PD reflects the Mission of the MSFT Program	93.00	100.00	<b>98.70</b>	2.41	10
The PD displays Interpersonal Competency	85.00	100.00	<b>96.20</b>	4.89	10
The PD displays Theoretical Competency	93.00	100.00	<b>99.00</b>	2.19	10
The PD displays Clinical Competency	95.00	100.00	<b>99.10</b>	1.81	10
The PD displays Inclusiveness and Multicultural Sensitivity	83.00	100.00	<b>94.70</b>	6.47	10
The PD assures that MSFT Program has sufficient physical resources	81.00	100.00	<b>91.11</b>	6.12	9
The PD assures that MSFT Program has sufficient human resources	70.00	100.00	<b>91.78</b>	8.95	9
The PD assures use of competent part-time faculty	95.00	100.00	<b>98.00</b>	2.26	9
The PD assures use of competent Program Supervisors	94.00	100.00	<b>98.00</b>	2.29	8
The PD manages COAMFTE accreditation responsibilities adequately	98.00	100.00	<b>99.80</b>	0.60	10
The PD manages program assessment adequately	96.00	100.00	<b>99.56</b>	1.26	9
The PD is accessible and responsive	83.00	100.00	<b>95.90</b>	6.20	10
The PD provides quality oversight of the curriculum	70.00	100.00	<b>94.30</b>	9.06	10
The PD provides quality oversight of the clinical training	92.00	100.00	<b>97.25</b>	3.19	8
The PD provides quality oversight of the facilities	90.00	100.00	<b>97.38</b>	3.71	8
The PD provides quality oversight of the program services	87.00	100.00	<b>96.67</b>	4.88	9
The PD assures maintenance and enhancement of the program's quality	90.00	100.00	<b>98.40</b>	3.07	10
The PD assures student concerns, complaints and grievances are addressed	94.00	100.00	<b>98.63</b>	2.39	8
Overall satisfaction with MSFT program director	97.00	100.00	<b>99.60</b>	0.92	10

**Describe the ongoing evaluative process and measures used to determine program faculty and supervisor effectiveness in achieving the program's mission, goals, and outcomes.**

**Program Response:**

At the conclusion of each course, students complete a course evaluation through the IDEA course assessment. Friends University has transitioned this evaluation from paper and pencil to on-line completion. Due to some deployment issues, the transition to on-line administration has left gaps in the course evaluation data. Further all university faculty are finding it more difficulty to acquire 100% response rates from students. As a university process, the MSFT program remains dependent upon university structures for completion of this data and the data collection is improving. The IDEA allows for student evaluation. The IDEA assesses twelve different learning objectives which the instructor may also designate as emphasized in the course including

1. Gaining factual knowledge
2. Learning fundamental principles, generalizations, or theories
3. Learning to *apply* course material
4. Developing specific skill in working with others as members of a team
5. Acquiring skills in working with others as member of a team
6. Developing creative capacities
7. Gaining a broader understanding and appreciation of intellectual/cultural activity
8. Developing skill in expressing self orally or in writing
9. Learning how to find and use resources for answering questions and solving problems
10. Developing a clear understanding and commitment to, personal values
11. Learning to analyze and critically evaluate ideas, arguments and points of view
12. Acquiring an interest in learning more by asking my own questions and seeking answers.

The data allows for comparison with the program, the institution and the IDEA system as a whole. The assessment also provides overall ratings for the course instructor including

1. Progress on Relevant Objectives: This is a five point scale on the instructor success on the relevant objectives (described above) utilized for the course.
2. Excellent Teacher. This is a five point scale assessing the excellence of the instructor as a teacher.
3. Excellent Course. This is a five point scale assessment the excellence of the specific course
4. Summary Evaluation. This is a five point scale assessing the overall satisfaction of the course.

Supervisor data is collected at the end of each internship period as students evaluate their DYADIC and GROUP experiences. At the end of each clinical internship series, students complete a brief survey of their clinical supervision experience assessing on a 1-5 scaled from Strongly Agree to Strongly Disagree

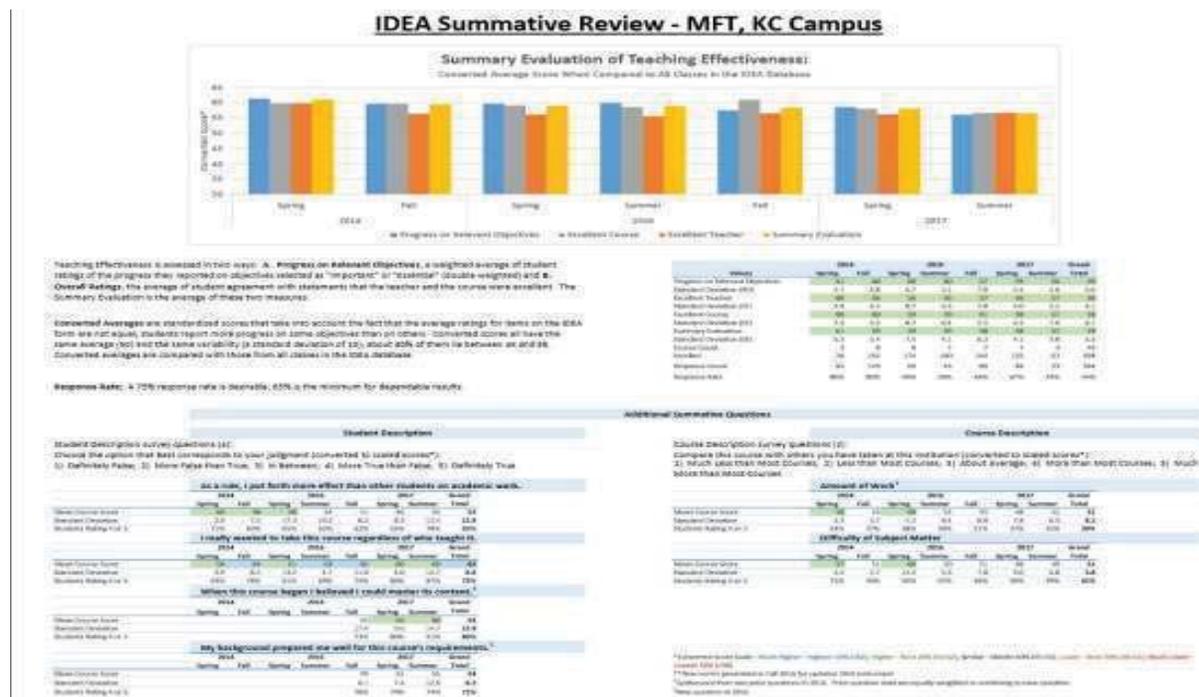
1. Learning Experience
2. Safe Learning Environment
3. Supervisor was prepared and punctual
4. Supervisor encouraged and assisted my learning
5. Supervisor provided adequate direction
6. Audio/video data was used in a positive manner
7. Live supervision was positive experience
8. Supervision partner worked well
9. Supervision partner developed positive working experience

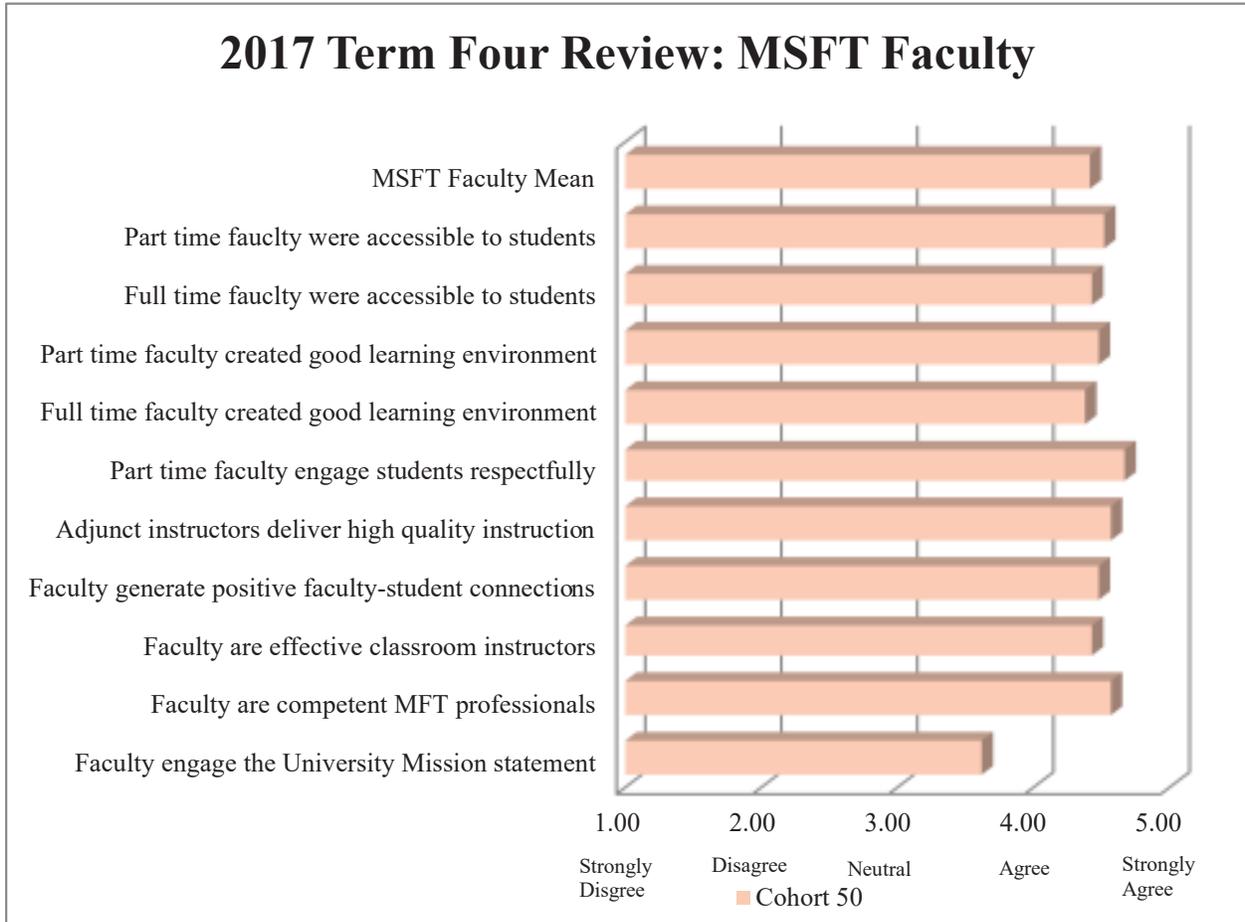
The completion of the Term One/ Term Four data also provides feedback to the program on the effectiveness of the faculty and supervisors. The MSFT Program administers a Term One survey at the end of the first semester for first year students and a very similar Term Four survey for advanced students near their completion of the program. Students are asked to rate their experience with variables related to the university mission, the catalog, the facilities, the support services, the curriculum, the training, the instruction, the faculty, and the administration of the program.

**Present aggregated data of program faculty and supervisor effectiveness.**

**Program Response:**

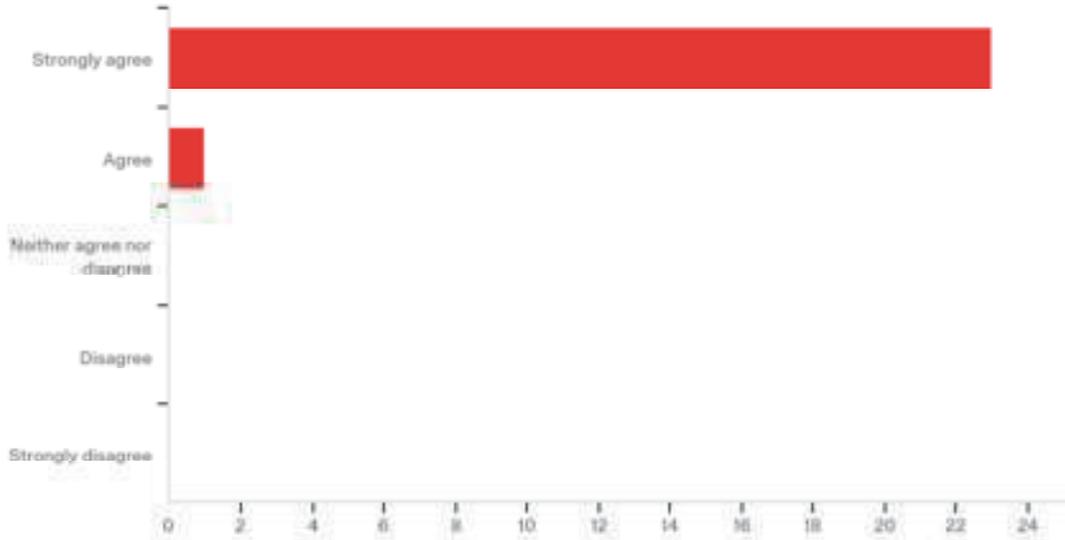
The following is summary page (1 of 3) of aggregating all Kansas City IDEA faculty evaluations scores.





A sample of a larger report of program supervisors

**Q29 - My GROUP supervisor is clinically competent.**



**Appendices (List appendices and the specific page numbers within the appendices listed that serve as supporting evidence to the response for this item):**

Aggregated Data provided in response.

Examples of Evidence/Documents:

1. Aggregated PD data
2. Narrative information of PD data analyses
3. Aggregated faculty and supervisor effectiveness data (sample if a large document)
4. Narrative information of faculty and supervisor effectiveness data analyses

## Recommended Updates to Assessment to Address Stipulation V-C

### 2019 Alumni Survey

---

Start of Block: Default Question Block

Q1

Welcome to the Friends University MSFT Program Alumna Survey

Each year, the MSFT Program at Friends University endeavors to contact as many of our program graduates as possible in an effort to learn more about their professional life after the program as well as to obtain their feedback about their experience. This data is critical for both our COAMFTE accreditation efforts and for the on-going efforts to continually improve the MSFT Program. On behalf of all the faculty and staff at Friends University's MSFT Program, may we ask you to please complete the following survey. Data collected from this survey is only shared in aggregate form. Your candid responses are most appreciated. Thank you in advance for your assistance in completing this information.

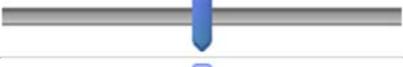
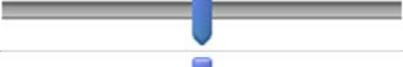
Rebecca Culver-Turner, Ph.D., LCMFT  
MSFT Program Director- Wichita

Christopher Habben, Ph.D., LCMFT  
Program Director - Kansas City

Q48

**Looking through the lens of your post graduate experience, please indicate the level of effectiveness the Program Director had in student achievement/learning regarding:**

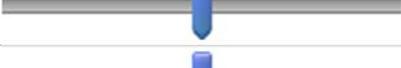
	Extremely Ineffective		Neutral		Extremely Effective					
0	10	20	30	40	50	60	70	80	90	100

Awareness & regulation of self emotion	
Awareness and regulation of self in interaction	
Ability to promote therapeutic alliance	
Ability to utilize therapeutic alliance constructively	
Understanding of relevant conceptual knowledge	
Application of relevant conceptual knowledge	
Synthesizing multiple conceptual frameworks	
Initiate and assess treatment needs	
Plan research/theory informed intervention	
Facilitate research/theory informed intervention	
Evaluate progress and conclude treatment	
Utilize supervision/Professional collaboration	
Follow legal, ethical and professional standards	
Recognition of contextual dynamics	
Constructive response to difference	
Respect and sensitivity to cultural difference	
Interpersonal Competency	
Theoretical Competency	
Clinical Competency	
Multicultural Competency	
Mission of the Program	

Q50

**Looking through the lens of your post graduate experience, please indicate the level of effectiveness the Program Faculty had in student achievement/learning regarding:**

	Extremely Ineffective		Neutral		Extremely Effective					
0	10	20	30	40	50	60	70	80	90	100

Awareness & regulation of self emotion	
Awareness and regulation of self in interaction	
Ability to promote therapeutic alliance	
Ability to utilize therapeutic alliance constructively	
Understanding of relevant conceptual knowledge	
Application of relevant conceptual knowledge	
Synthesizing multiple conceptual frameworks	
Initiate and assess treatment needs	
Plan research/theory informed intervention	
Facilitate research/theory informed intervention	
Evaluate progress and conclude treatment	
Utilize supervision/Professional collaboration	
Follow legal, ethical and professional standards	
Recognition of contextual dynamics	
Constructive response to difference	
Respect and sensitivity to cultural difference	
Interpersonal Competency	
Theoretical Competency	
Clinical Competency	
Multicultural Competency	
Mission of the Program	

**MSFT Term 1 - Cohort 55 56 and MSFT Term 4 Cohort 53 54**

---

**Start of Block: Default Question Block**

Q2 Select your instructional site cohort group from the following drop-down list.

▼ Cohort 55 - Wichita (1) ... Cohort 56 - Kansas City (2)

Q121 THE FOLLOWING ITEMS COVER AREAS RELATED TO MSFT FACULTY

---

Q77 Faculty engage the University Mission statement: "Friends University exists to provide a high quality undergraduate and graduate education that incorporates liberal arts instruction and professional studies within the context of the Christian faith."

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
-

Q105 Faculty engage the MSFT Program Mission statement: "The MSFT Program embodies core Quaker values while engaging students on an educational journey of personal and professional transformation to affect change in the lives of those they will serve."

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q81 Full-time faculty are competent MFT professionals.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
-

Q103 Part-time faculty are competent MFT professionals.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q83 Full-time faculty are effective classroom instructors.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q104 Part-time faculty are effective classroom instructors.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
-

Q84 Full-time faculty generated positive faculty-student connections.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q85 Part-time faculty delivered high quality instruction.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q125 Full-time faculty delivered high quality instruction.

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

---

Q86 Full-time faculty engaged students respectfully.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q87 Part-time faculty engaged students respectfully.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
-

Q88 Full-time faculty created good learning environments.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q89 Part-time faculty created good learning environments.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q90 Full-time faculty were accessible to students.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
-

Q91 Part-time faculty were accessible to students.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q106 Full Time Faculty effectively contribute to the mission of the MSFT Program

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q107 Full Time Faculty effectively contribute to the achievement of the educational outcomes of the MSFT Program (Interpersonal, Theoretical, Clinical, & Multicultural Competency)

- Strongly Agree (1)
- Agree (2)
- Neutral (3)
- Disagree (4)
- Strongly Disagree (5)

---

Q109 Full Time Faculty effectively contribute to the achievement of the Student Learning Outcomes of the MSFT Program (16 SLO's)

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q92 COMMENTS on MSFT full-time faculty.

---

---

---

---

---

Q93 Comments on MSFT part-time faculty.

---

---

---

---

---

Q94 THE FOLLOWING ITEMS COVER AREAS RELATED TO MSFT PROGRAM ADMINISTRATION.

---

Q95 Academic courses occurred with good organization.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q96 The Program Director (Dr. Culver Turner - Wichita; Dr. Habben - KC) is accessible and responsive.

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
-

Q110 The Program Director (Dr. Culver-Turner -- Wichita; Dr. Habben -- KC) effectively contributes to the mission of the MSFT Program

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
- 

Q111 The Program Director (Dr. Culver-Turner -- Wichita; Dr. Habben -- KC) effectively contributes to the achievement of the educational outcomes of the MSFT Program (Interpersonal, Theoretical, Clinical, & Multicultural Competency)

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
-

Q112 The Program Director (Dr. Culver-Turner -- Wichita; Dr. Habben -- KC) effectively contributes to the achievement of the Student Learning Outcomes of the MSFT Program (16 SLO's)

- Strongly Agree (1)
  - Agree (2)
  - Neutral (3)
  - Disagree (4)
  - Strongly Disagree (5)
-

# APPENDIX G

# MSFT CLINICAL FACULTY MEETING MINUTES

MSFT Site: ICT	Date: 11/8/2018
Persons attending: Mary Nielsen, Tara Funk, Steve Rathbun, Rebecca Culver-Turner, Daina Schatzman Bethany Gray, Danielle Blea by Zoom.	
<p><b>1. Program Director, Dr. Rebecca Culver-Turner</b></p> <ul style="list-style-type: none"> <li>• Working Model of Therapy</li> </ul> <p><b>2. Clinical Director, Jennifer Jay</b></p> <ul style="list-style-type: none"> <li>• Supervisor Notebook             <ul style="list-style-type: none"> <li>○ Monthly Reports, Dyad and Group</li> <li>○ Supervisor File Log</li> </ul> </li> <li>• Working Model             <ul style="list-style-type: none"> <li>○ Theories/timeline</li> </ul> </li> </ul> <p><b>3. Bethany Gray, Clinic Manager, Center on Family Living</b></p> <ul style="list-style-type: none"> <li>• Infopath</li> </ul> <p><b>4. Mary Nielsen, Community Services Coordinator office</b></p> <ul style="list-style-type: none"> <li>• One on One student Interviews</li> </ul> <p><b>5. Beth Fisher</b></p> <p><b>6. Super Supervisors</b></p> <ul style="list-style-type: none"> <li>• Needs we can meet?</li> <li>• Questions/Clarifications?</li> </ul> <p style="text-align: center;"><b><u>Upcoming Monthly Clinical Supervisor meetings</u></b> <b><u>(always the 2<sup>nd</sup> Thursday of the month)</u></b></p> <p><b>December:</b> <i>No meeting</i></p> <p><b>January:</b> Thursday, January 10<sup>th</sup>, 12:00 – 1:00</p> <p><b>February:</b> Thursday, February 14<sup>th</sup>, 12:00 – 1:00</p>	<p style="text-align: center;"><b>MINUTES</b></p> <p><b>Working Model of Therapy</b></p> <ul style="list-style-type: none"> <li>• Faculty met and discussed the reorganization of the Capstone Project. They want to make 696 WMT more robust.</li> <li>• Rebecca presented the <b><i>proposed new Working Model of Therapy</i></b> to supervisors. (Handout emailed prior to meeting) and would like supervisors feedback, initial reaction, thoughts, questions, now and later.</li> <li>• Immediate feedback from supervisors in the meeting: Danielle: "I appreciate the connection to "theory" Daina: "3 theories is a lot" RCT: "2-3 theories" Tara: "I think two is good" Tara: "APA in not okay. The transcription process is difficult".</li> </ul> <p><b>Supervisor Notebook</b></p> <ul style="list-style-type: none"> <li>• Jennifer has <b><i>Supervision Notebooks</i></b> (with supervisor initials on them) ready for all Supervisors.</li> <li>• Supervisors should complete the "<b><i>Monthly Supervision Reporting</i></b>" form, to track supervision. Supervisors should keep a copy in their Notebook and should provide record of their supervision (dyad and/or group) by submitting this completed monthly report form to Beth at the end of each month. (Handouts were emailed prior to meeting.)</li> <li>• Jennifer distributed a new document, the <b><i>Supervisor File Log</i></b>. <i>This document can be used to track file activity for students placed off site or at CFL. Steve commented that use of this form makes him "follow through" and holds the students accountable. The form should be used as the supervisor needs. (Handout was emailed prior to meeting). This document can be kept in the Supervisor Notebook as well.</i></li> </ul> <p><b>New Documentation forms in CFL</b></p> <p>Bethany launched a new CFL documentation form, since she no longer has Infopath. The form looks a little different, but the content is the same. After Dec 1<sup>st</sup>, the old Infopath forms will not be accessible.</p> <p><b>Community Placement Interviews begin</b></p> <p>Mary reported that she has started her "<b><i>one on one</i></b>" <i>interviews</i> with the students.</p>

Recorder: Beth Fisher

## Appendix G

The following is a copy of the minutes from the Student Advisory Council.

SAC 11.8

Agenda:

Welcome - Mood cards with positive and negative

Approve minutes from last week

Dr. C-T

New Business

Closing

Meeting Notes:

Minutes approved with the correction of "Clinical Director" to "Program Director" where appropriate

Melanie discussed second year apologies for over stating information that was not helpful for first years at beginning meeting. Raneisha thanked Melanie for apologizing.

Dr. C-T "when we talk about things we are talking about things from a bigger picture." She would like us to think about things from our personal experiences as well as the experiences of the cohorts that we are representing.

Capstone project potential change.

Last few years: Online portfolio divided into four different sections and providing evidence of competency in each of the four areas (interpersonal competency, clinical competency, multicultural competency, and theoretical competency.) Feedback from students was that online portfolio was not helpful. From the faculty side, the grading was extensive and didn't offer for complete and detailed feedback due to the time constraints with the heavy load of grading. This sparked the discussion of change. KC and Wichita have met to discuss improvement.

One potential idea that has received positive feedback: Take 696 working model project and make it part of the capstone. On Wednesday this was presented to faculty. Some of the requirements will include 15 minutes of video (without transcription), integrate theory by incorporating student's working model (2-theories applied to a relational system), self-reflection, and a presentation to faculty.

Biggest changes: take out the transcription. Stronger language for multicultural competency. Introduction of interpersonal competency. Presentation in front of faculty (minimum of 2) rather than in supervision.

Amanda agreed with the faculty that 2 working models are a good number of models to incorporate.

Manon added that a section for additional tools could be added to incorporate additional theories of interest that are not primary for a student therapist to use.

Dr. C-T walked SAC members through the structure of the project explaining and highlighting the changes as well as the requirements. Manon requested an email version of the draft for review.

Amanda asked if paper was expected to be written in first-person or in full research APA format.

Elaine asked if requirements would include a classic and a post-modern theory.

Amanda asked if fellow cohort members would be able attend presentations for support of one another or if it was strictly for just faculty to be present.

Another idea would be a 3rd and final CEE.

Another idea was to enhance the comprehensive exam to include an essay portion.

Following meetings will take place on the second of each month.

Next meeting scheduled for 12/13

# APPENDIX H

# MSFT Faculty Retreat

## Revising Capstone Project

*Minutes*

*October 8th, 2018*

### **COAMFTE Standard**

- Integrative experience
- Connected to mission, goals

### **Historical Context**

- Kansas City
  - Introduced in Foundations
  - Spread out through 2nd year
- Wichita
  - Communication and delivery
  - Content holder

### **Tasks to Complete**

- Student Handbook
- Descriptive rubric

### **Value System**

- *Epistemology*
  - Awareness of self, what are you transforming from, emotional awareness
  - Transformative change around goals
  - Learning our own lens, open to change
- *Alliance*
- *Skills*
  - Theory

### **Timeframe**

- Current students follow current model
  - Working Model Presentations- Consistent with PPH?
    - Minimize change, potential move location

- Losing portfolio for the first and second year students
- First year tasks
  - Modify Working Model
  - Modify Comprehensive Exam
  - Community of interests
- Second year tasks
  
- Fall 2019
  - Information Night and Orientation
  - Application to curriculum
    - Foundations: Transformative Journey assignment, beginning autobiography
    - Theory/Models
    - Common Factors

### **Meaningful to Students**

- Currently a potential cohesive experience for top students
- Experience that is integrative and meaningful, even if it's difficult and anxiety-provoking
- Communication to students
- Reflective/connective
  - Transformative Journey
    - 4 learning goals of transformation
  - AAMFT presentation
    - Pyramid: bottom- way of being, middle- therapeutic alliance, top- skills and techniques
  - Clear places of support
    - Starts at Information Nights/Orientation
    - Mapping into curriculum and assessment points
  - Keeping the end in mind
- Communities of Interest
  - Students
    - SAC last year
  - KC Advisory Board

- Feedback: Wouldn't necessarily look at a portfolio from an applicant
- Recent graduates/alumni
- Feedback processes

## Options Processed

- *Present options to students*
  - Buffet
    - Equal in rigor
  - Defense or presentation
- *Comprehensive Exam*
  - Similar to prelim exams
    - More direction and instruction
  - Oral and Written Portion
  - Defend it orally
  - Faculty time
    - Grading
    - Oral presentation
    - Timing: spring/summer?
- *Working Model Presentation- Selected by faculty as the top choice*
  - Grading would be through/during the presentation
    - Timing- limited and too brief currently
    - 9 month contract- spring
    - “Zhuzh” it up
  - Building it more and integrating it more clearly
    - Connecting alliance, self of the therapist, theory, final presentation is extensive and integrative (maybe using a case study)
- *Portfolio*
  - Felt more like a vehicle
- *Capstone Course*
  - No final project
  - University process and COA
  - Consider variable courses
- *Content to Cover in Capstone: Follow Program Goals*
- *Transformative Journey*
  - Interpersonal Competency
    - Working Model
      - Awareness of self
      - Epistemology

- **Worldview**
  - **Theoretical Competency**
    - **Comprehensive Exam Questions**
    - **Working Model**
  - **Clinical Competency**
    - **Comprehensive Exam Questions**
    - **Case Review: Comprehensive Exam Essay**
      - **Faculty standardization**
        - **Categorical examples**
      - **Reliability**
      - **Three different cases**
    - **Jurisprudence**
      - **Proposed providing at the end of Ethics- summative**
  - **Multicultural Competency**
    - **Working Model**
      - **Privilege and power**
      - **Intersectionality**
      - **Treatment modification**
- ***Working Model***
  - **Alliance**
    - **Awareness of self**
  - **Theory**
    - **Model and skills**
  - **Fit and epistemology**
    - **Power and privilege**
    - **Underlying assumptions**
    - **Worldview**
    - **Change**
- **General Consensus**
  - **Modifying the current Working Model and Comprehensive Exam**

**Friends University**  
MSFT Program

COAMFTE Stipulation Response

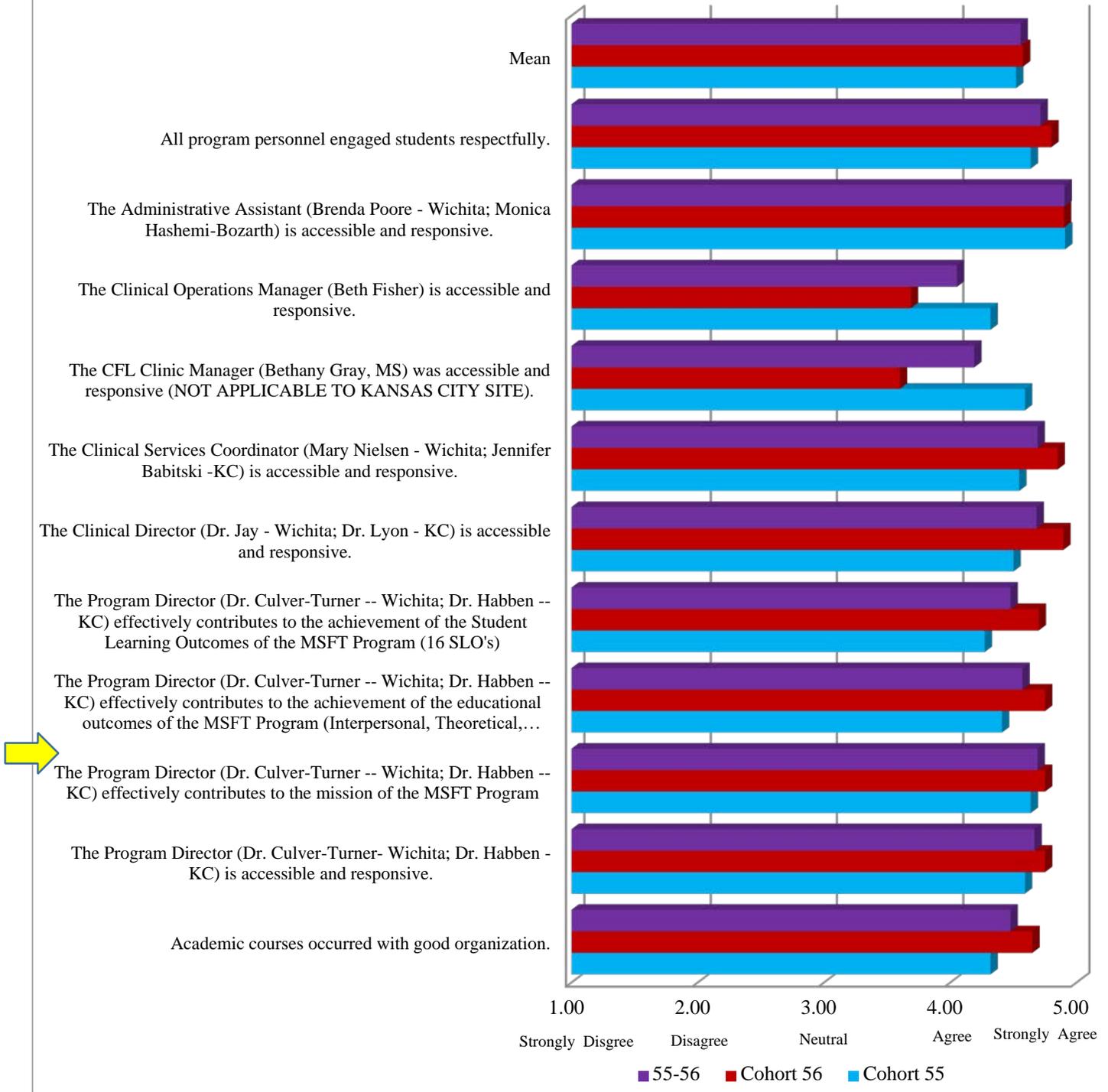
**APPENDIX I**

The following are charts from TERM ONE Survey data captured from first year students after their first term. Noted added survey questions addressing faculty role in mission, educational goals and student learning outcomes.

# Friends University MSFT Program

## COAMFTE Stipulation Response

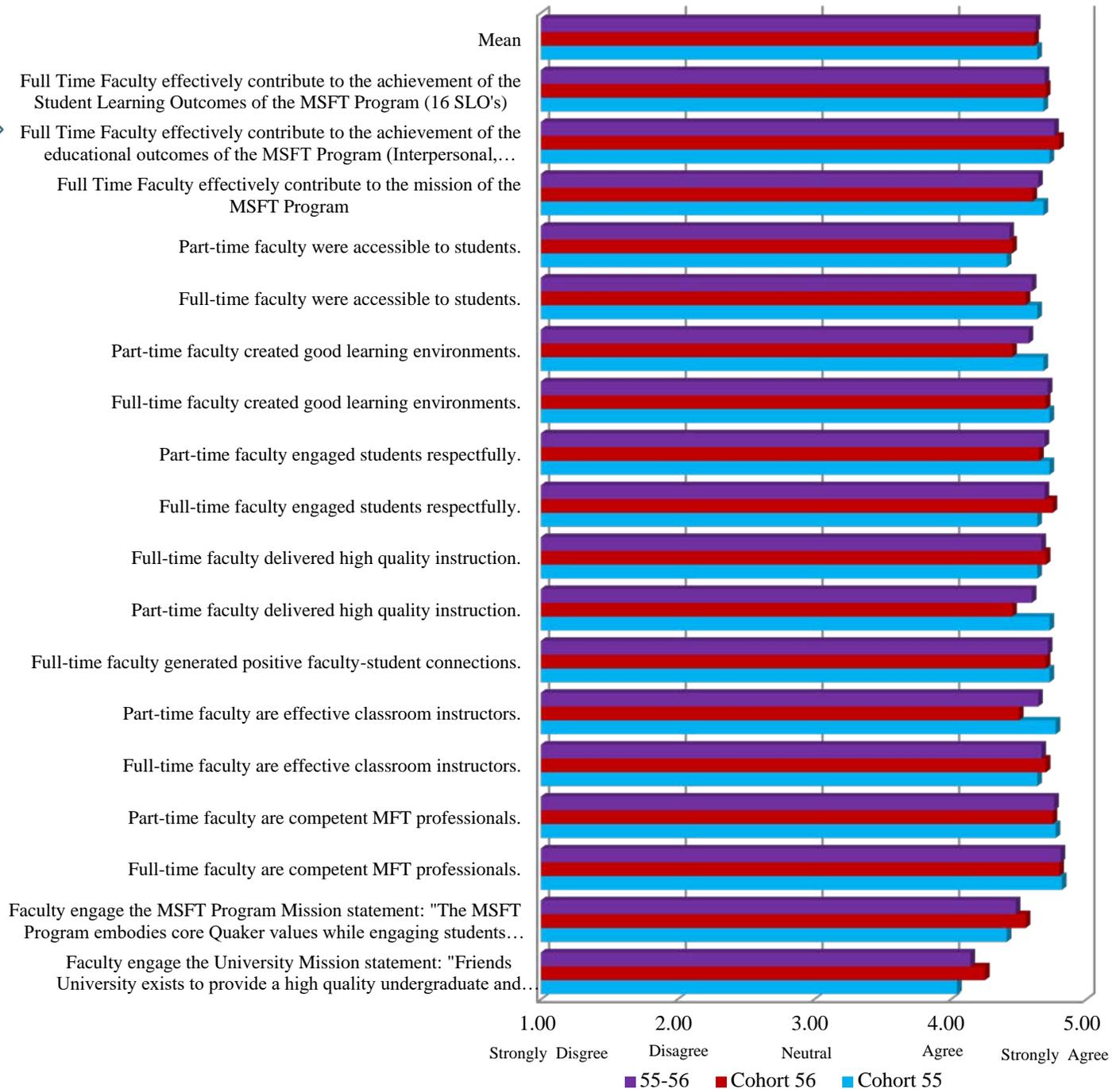
### 2018 Term One Review: MFT Administration

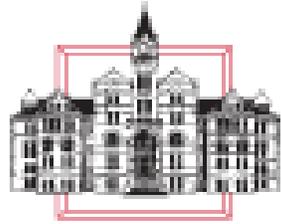


# Friends University MSFT Program

## COAMFTE Stipulation Response

### 2018 Term One Review: MSFT Faculty





FRIENDS  
UNIVERSITY

# Friends University

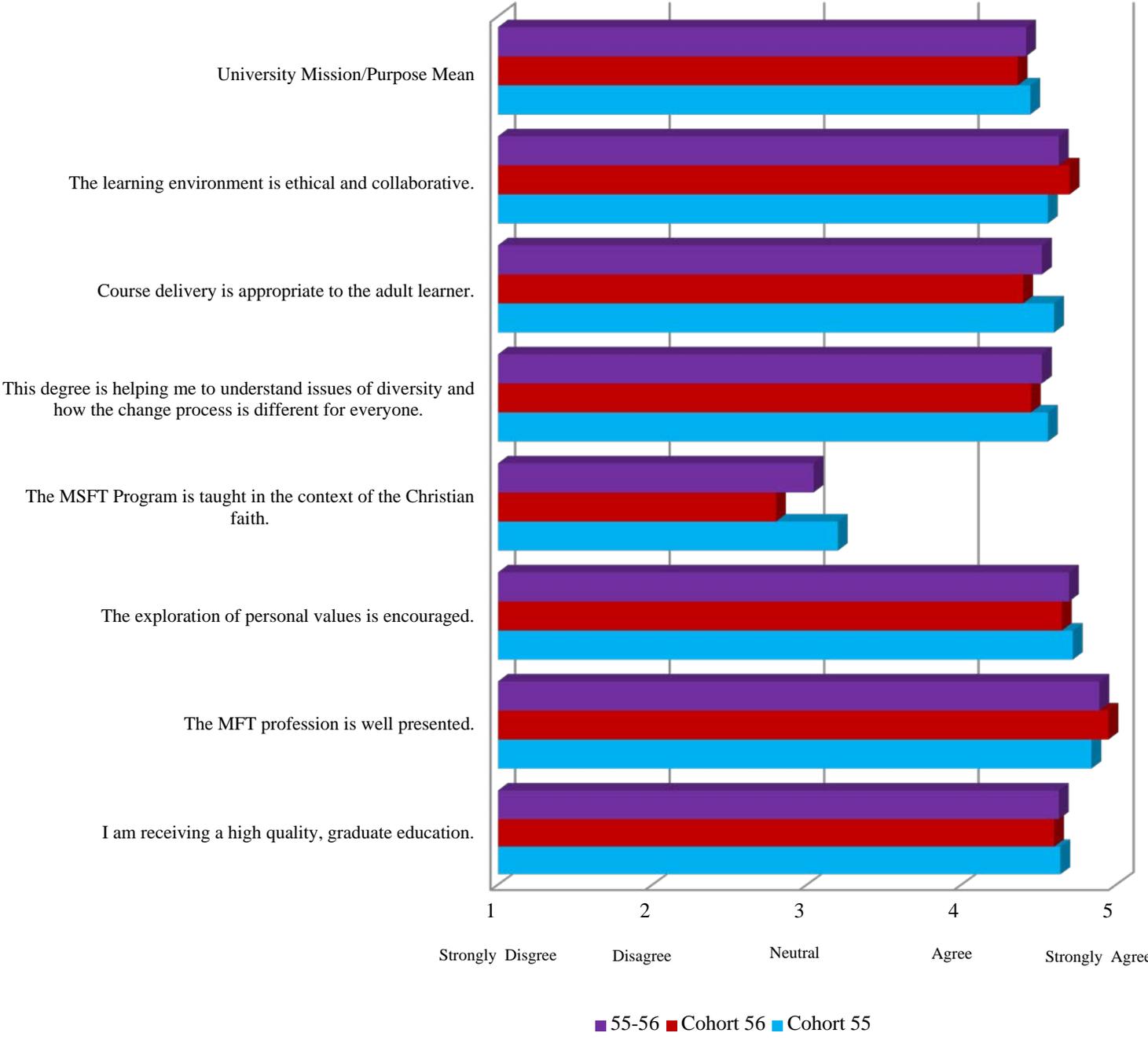
*Master of Science in Family Therapy Program*

Term One Survey

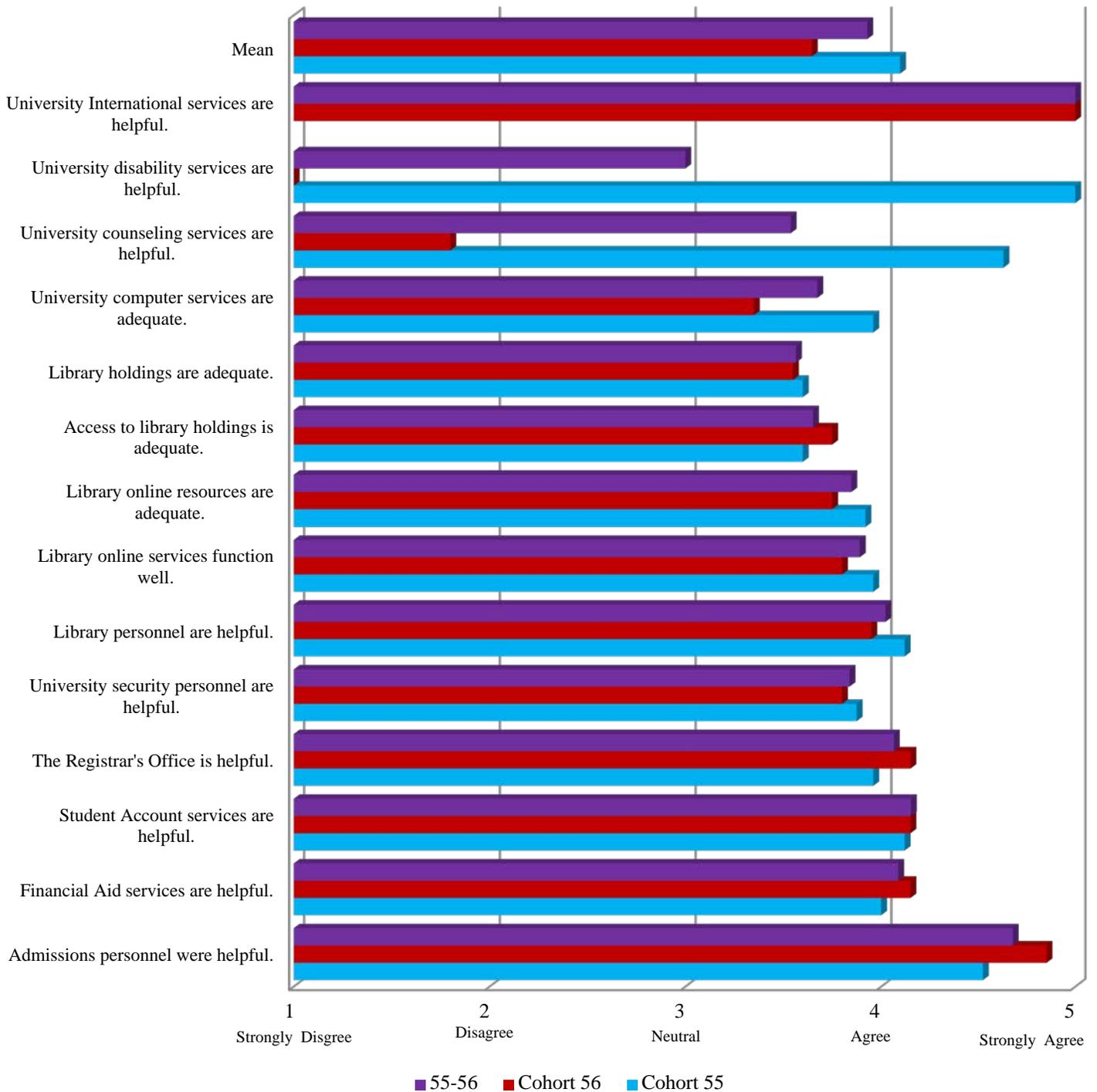
Cohort 55 and Cohort 56

January 15, 2019

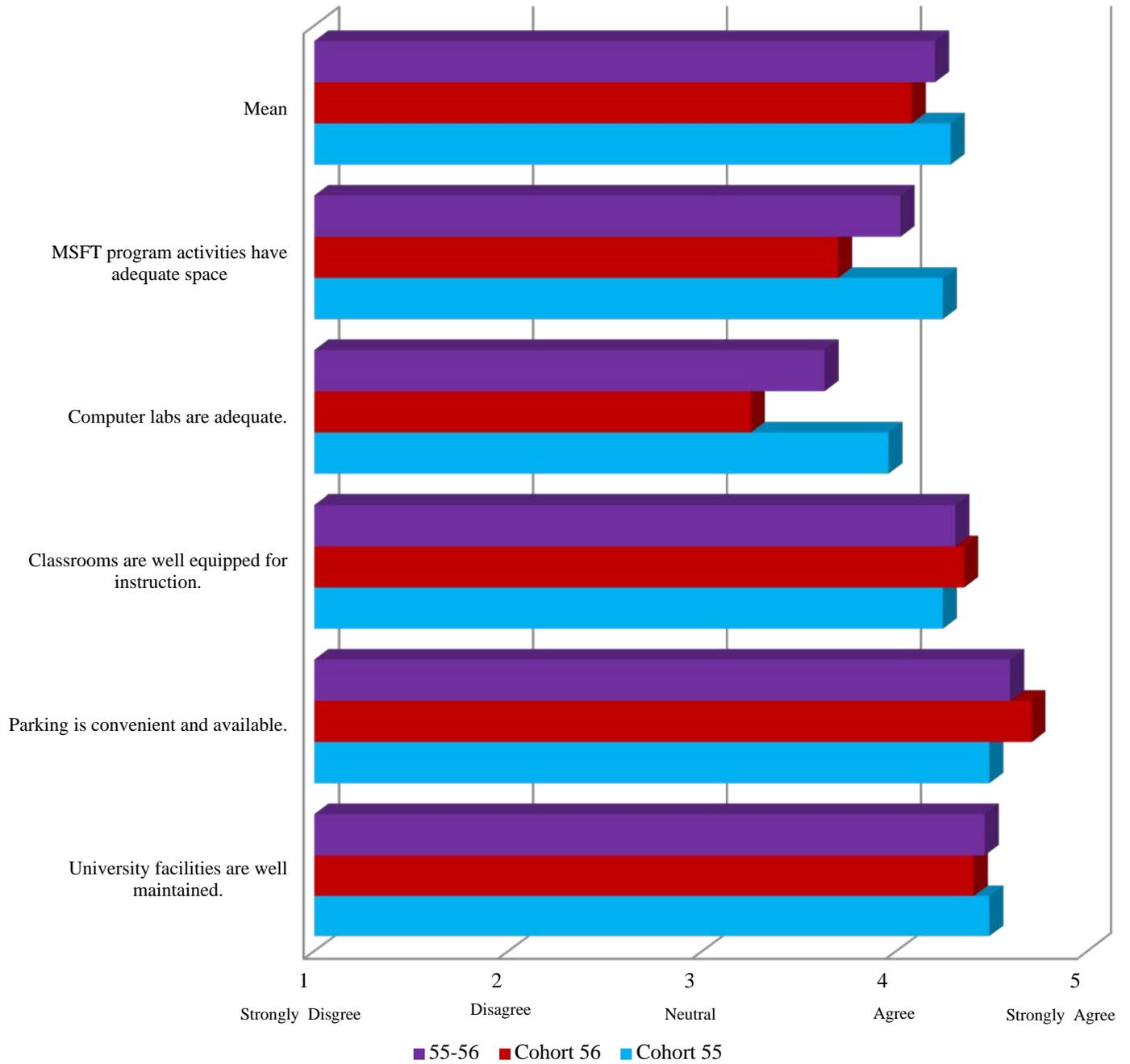
# 2018 Term One Review: University Mission/Purpose



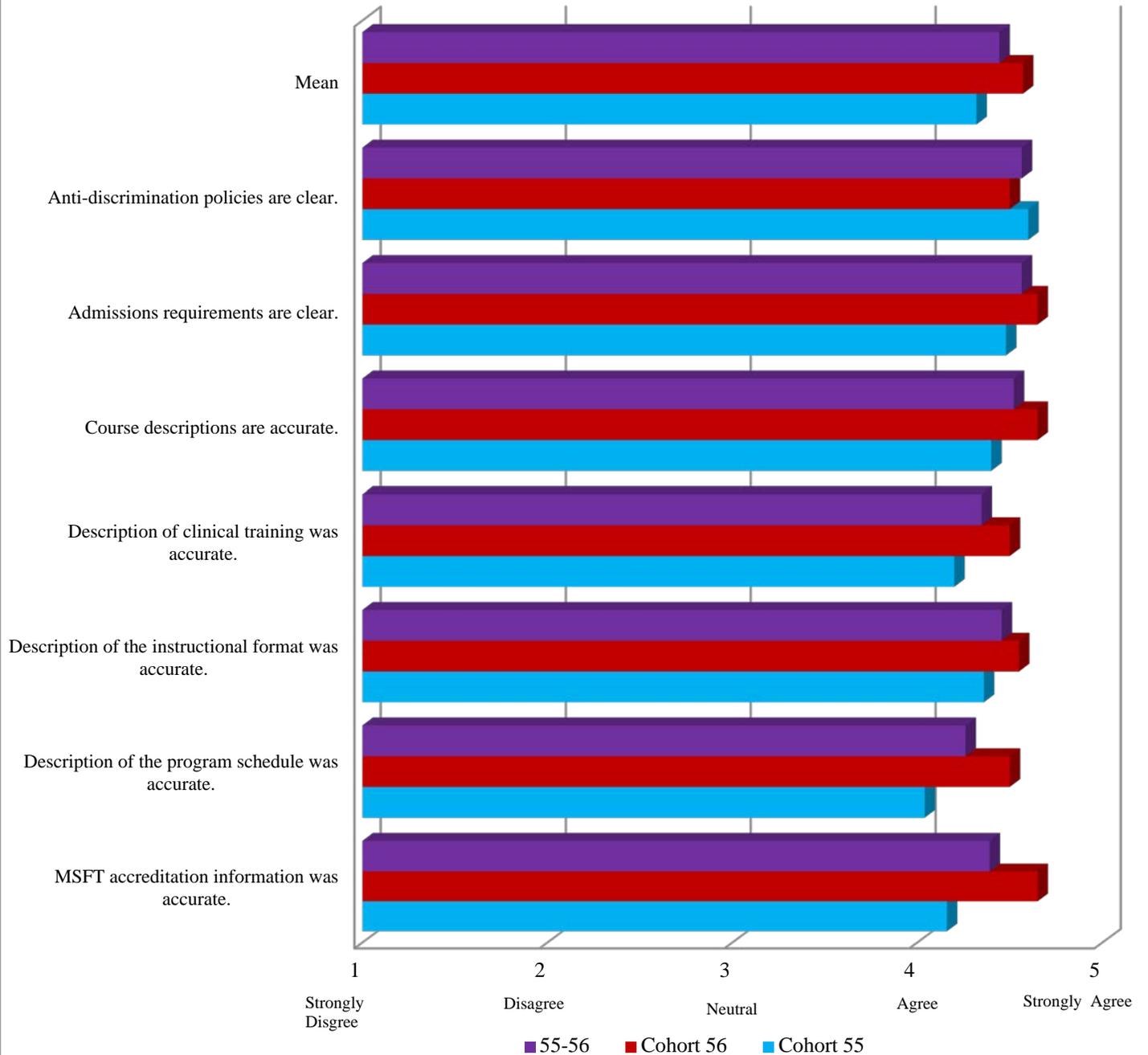
## 2018 Term One Review: University Support Services



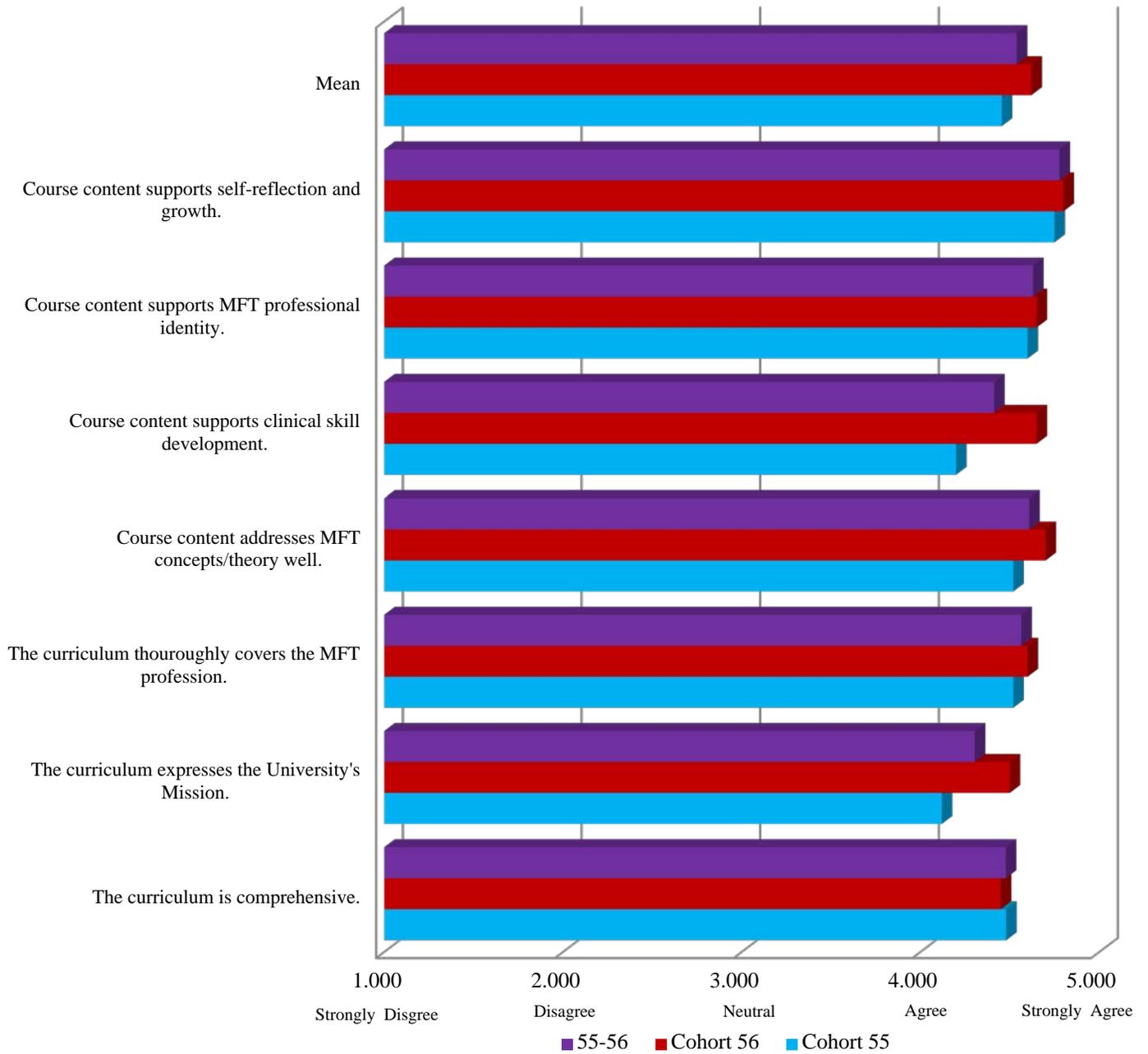
## 2018 Term One Review: Facilities and Resources



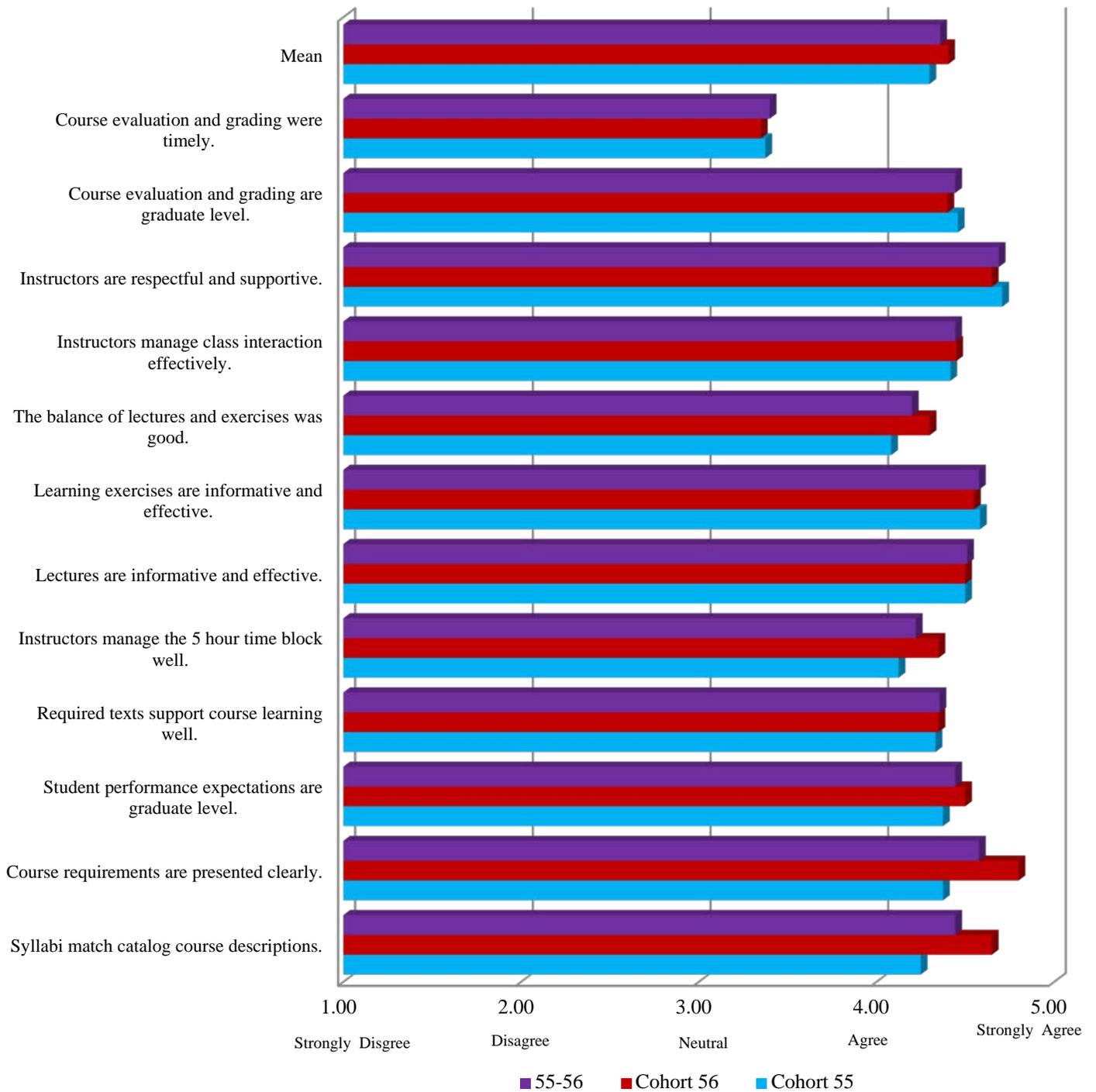
## 2018 Term One Review: MSFT CATALOG INFORMATION



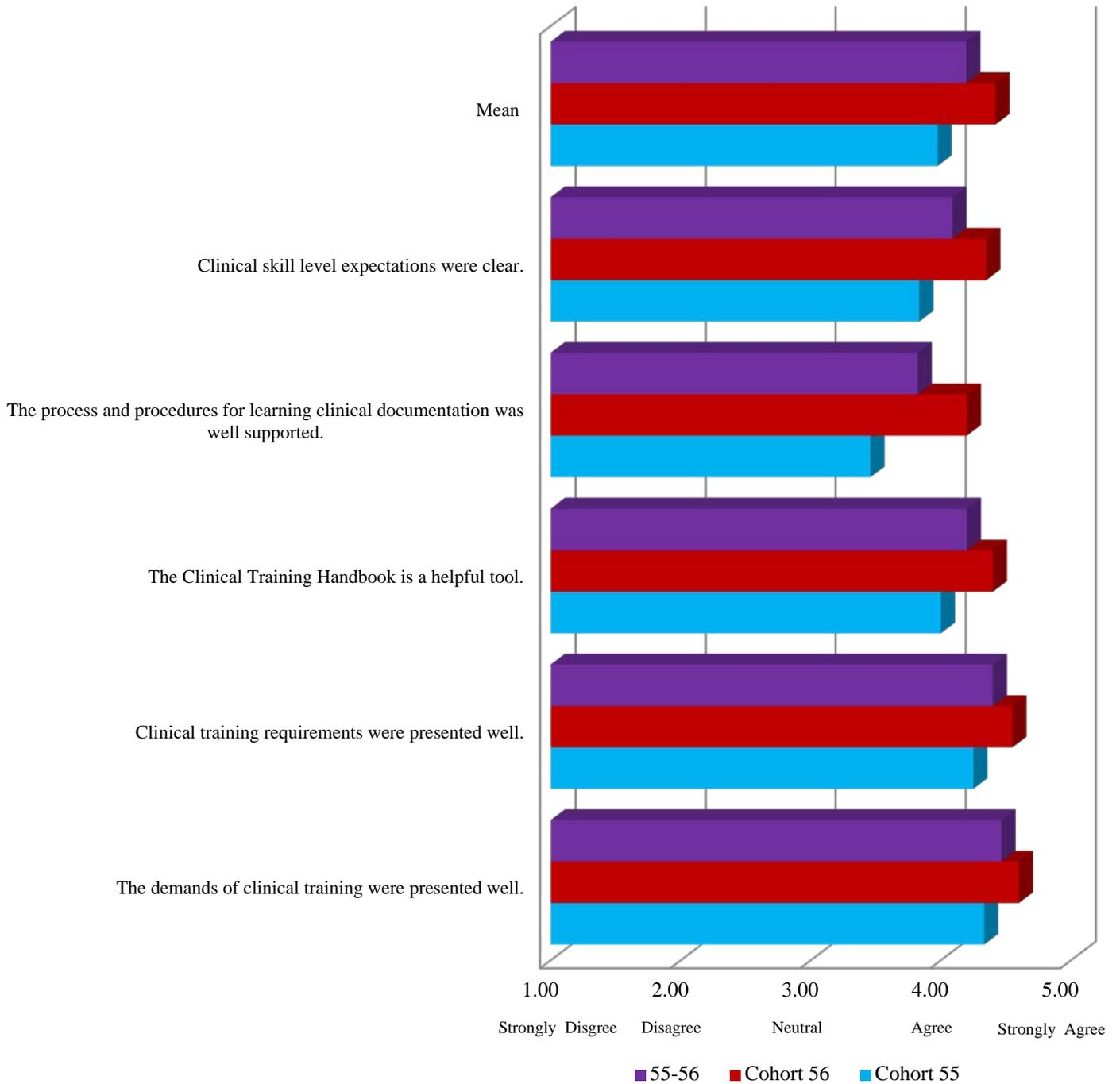
## 2018 Term One Review: MSFT CURRICULUM AND CONTENT



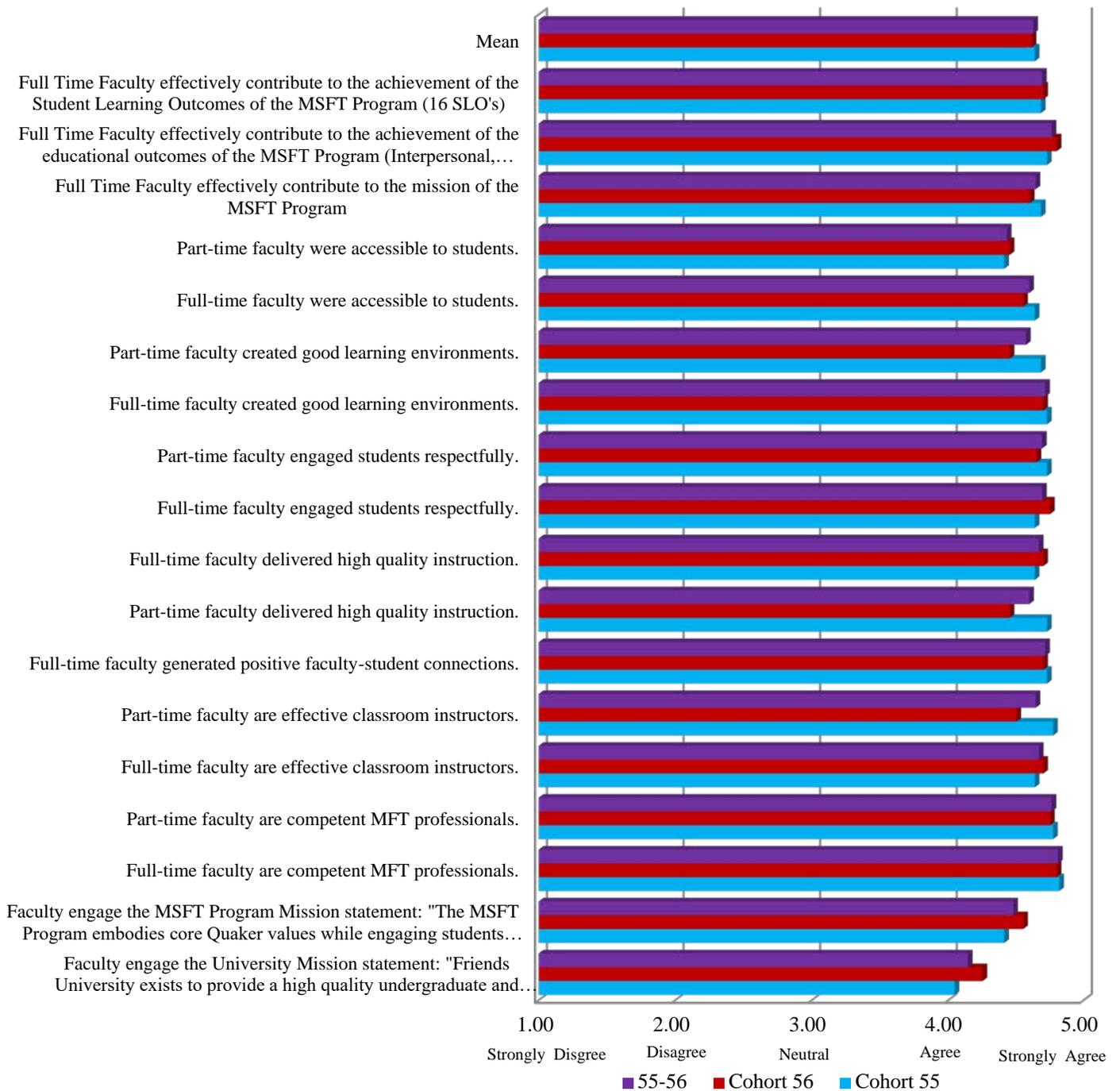
## 2018 Term One Review: MFT Academic Instructions



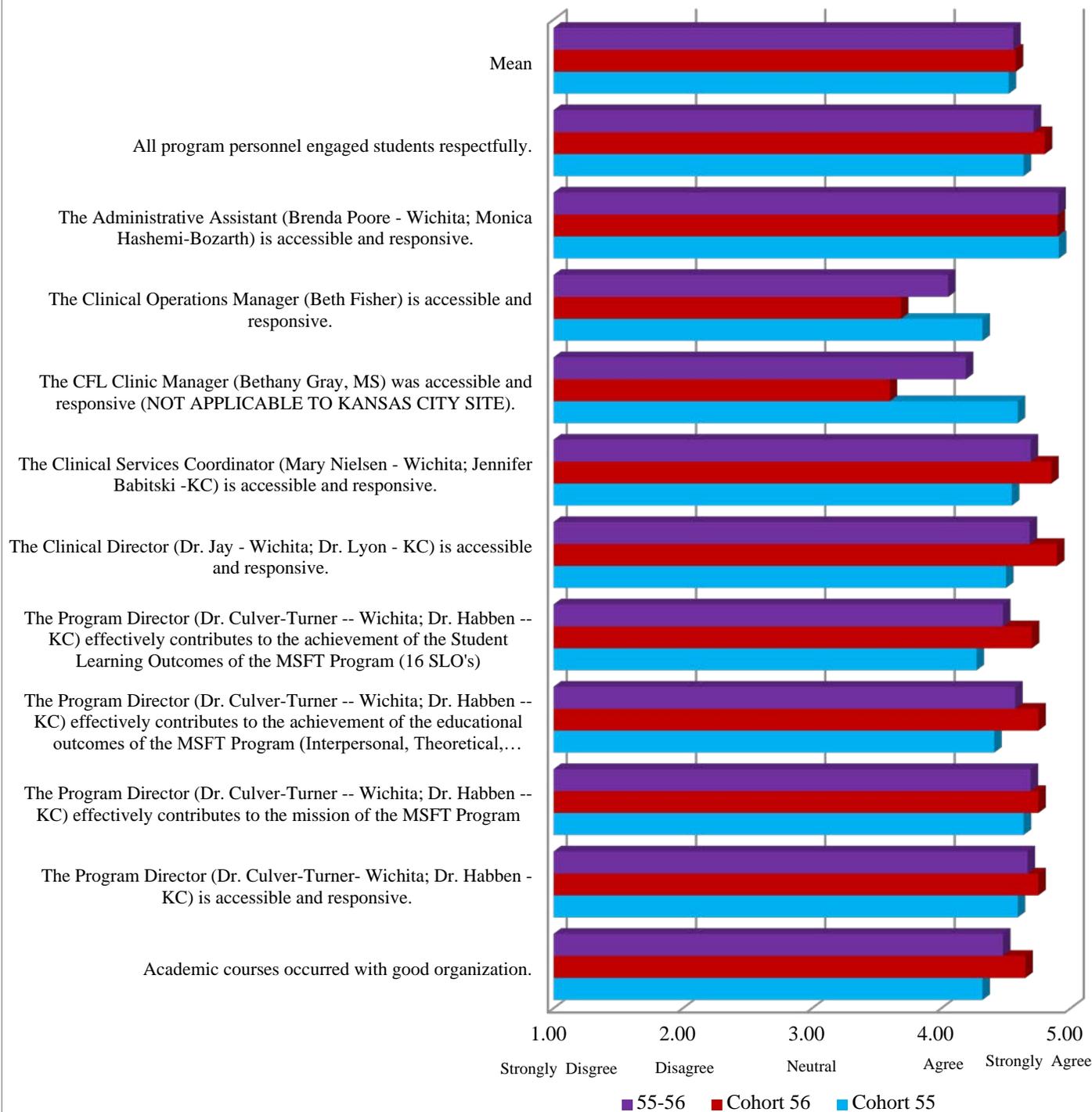
## 2018 Term One Review: MSFT Clinical Training



## 2018 Term One Review: MSFT Faculty



## 2018 Term One Review: MFT Administration



## Comments (Cohort 55)

- I would highly value more input/feedback during the semester about my role plays so that I can correct instead of reinforce my bad habits during subsequent role plays. I would appreciate more adherence to the syllabus and better communication when deviations from the syllabus are made. There was constant communication through the semester because classmates were unclear about changes or updates that were made and deadlines
- Friends Universities mission is to equip students to honor God and serve others by integrating their intellectual, spiritual, and professional lives. The vision is to provide a high quality learning experience with nationally recognized programs and a focus on transformative education that places special value on each individual, shining the light of God's love to our community and world.

It is my belief that the Marriage and Family Therapy Program is indeed a transformative. It challenges one to look not only on the interest of self, but mostly on the interest of those that will be served. Love your enemies...do good... It is clear that this program is built on the basis of hope for those not only you 4 with, but also those who you may 2 with for the purpose of protecting the public trust. This program has allowed me to openly ask questions to reflect upon my spiritual, intellectual, and professional values as it relates to learning the discipline of family therapy.

The Quaker history of the University was spoken about, but I would have liked to have known what that really means. Who were Quakers? Why was education so fundamental? What was an education centered around God critical?

- I would like to see Christian values incorporated more.
- This is a fantastic program.
- I do not believe that the university offers counseling services any longer. The CFL is in charge of that and we are unable to utilize them due to multiple relationships.
- Some of the resources are outdated and slow functioning but I understand the financial restraints of the university and thus the program.
- I was unclear about the difference between MFT as "systems thinking" and Psychology in treating the individual only. As we contemplate the accruing of relational and other hours, this has an impact. However, I am not sure that I would have understood any of this at info. night or the onset of the program.
- There were some books that were underutilized for the price we paid for them. There were some classes that we waited extended periods of time for grades and feedback. Some professors or instructors struggled to not have one person monopolize the class period.
- Comments: There have been several times where instructors haven't demanded graduate level effort from every student. This is a graduate program and expectations should be graduate level effort and work product. I know it's hard to work full time and be in a graduate program but I want the challenge of graduate level instruction and knowing I am prepared at the master's level.
- Very good overall. There is much content that hinges on evolution theory and very little creation-centered thinking. I wish it were otherwise. Perhaps one Bible-based class would be helpful?
- I do not feel confident in answering a few of these questions. Clinical documentation is something our cohort has yet to discuss. For that reason, I have answered "3" on these questions.
- We have not discussed documentation at this point in the program.
- The Placement Fair was disappointing - several clinical sites didn't show up so it was difficult to know what placements were available.

- We have not learned clinical documentation yet
- Everyone is great!
- All are very great people.
- Our MSFT faculty are amazing! Their expertise and wisdom as well as genuine concern for each student is evident.
- Absolutely best ever! (Faculty)
- I love all the faculty.
- All have been well chosen and would make great full time faculty. (part time faculty)
- Some part time instructors could use better skills in classroom management - i.e. keeping discussion on topic and timely and not allowing certain students to monopolize discussion.
- Absolutely best ever! (part time faculty)
- Brenda Poore is very helpful and goes above and beyond to ensure that we have the resources we need to be successful ( text books, schedule changes, trainings)
- They are all super supportive. Absolutely the best of all colleges attended!

#### Comments (Cohort 56)

- I think the "adult learner" can be held more accountable for reading material. While the stated context is Christian, I don't find anything about the actual context to be Christian. In fact, I find it quite secular.
- I hit the next button before I realized you couldn't go back on the survey to leave comments on the previous page. In regards to the University's mission statement, I find the program challenging in emotional ways in regards to the self of the therapist, but not as much in academic ways. In other words, I feel like the instruction of content is watered down and I feel spoon fed the information from the readings at times via PowerPoint. Because this is a graduate program, it would be nice to have more in class discussions for students to parse out the content in the reading as opposed to students being told the content of the reading. While I can understand the reasons for this type of instruction, I don't feel challenged in academic ways. Having the content broken down so much eliminates the need to actually read the assignment, and I've found myself questioning if I should do the reading if it's just going to be explained in class. I'd enjoy the freedom in the classroom to collectively deconstruct the readings through conversation and debate. I learn from being able to figure it out myself rather than having the content broken down for me.
- Overland Park Campus is small without space for study/computer access/ small group discussion/video learning recording. It is in dire need of expansion
- I'm not sure whether the curriculum is comprehensive - I don't know enough to judge that. I will say that some courses are better than others. Some of the adjunct taught courses are great and others are not. In particular the groups class was very poorly taught in my opinion.
- The comment section was not available on the previous page- I think the instructors work hard and do a good job of connecting the class with the material. I do think the in class activities are more useful because students are forced to think about what they would do in a situation. I think lecture is great, but it sometimes feels like the content is so deconstructed that there isn't a need to do the assigned reading. For a graduate program, it would be more useful, in my opinion, to encourage more critical thinking in regards to the content.
- I appreciate Sarah and Chris!

- I chose 3 on questions concerning Christian Faith and Quaker influence because I know there is influence but I don't feel like these faiths and beliefs have ever been pushed on me.
- I find Sarah very respectful - I find Chris often has a "wacky" persona that comes off condescending at times. He is always "on". His joking can make it hard to have a serious conversation with him.

# APPENDIX J

MSFT PROGRAM  
POLICY AND  
PROCEDURE  
HANDBOOK

*2016-2017*

## Table of Contents

010	Introduction.....	4
100	Program Identity, Mission, Vision, Goals and Outcomes.....	4
101	Master of Science in Family Therapy Program History .....	4
102	Friends University Institutional Mission.....	5
103	Friends University Master of Science in Family Therapy Mission .....	5
104	Program Philosophy .....	6
105	Principles of Marriage and Family Therapy Professionals .....	6
106	Primary Learning Goals .....	7
107	Student Learning Outcomes.....	8
108	Program Achievement.....	9
109	Summary .....	9
200	Program Resources for Achieving Program Mission.....	11
201	Introduction.....	11
202	Human Resources .....	11
202	Physical Resources.....	15
203	Institutional Resources.....	16
204	Procedures for Assuring Sufficient Program Resources.....	18
205	Policy for Hiring New Faculty .....	20
300	Program Governance and Administration.....	21
301	Introduction.....	21
302	MSFT program Administration and Professional Responsibilities.....	22
303	Administrative Calendar .....	22
304	Administrative Records.....	23
305	Program Admissions and Enrollment .....	23
306	Program Budget and Fiscal Management .....	24
307	Course Development, Implementation, Adjustment and Management .....	24
308	Student and Graduate Progression .....	25
309	Policies.....	27
310	Student Records .....	36
311	MSFT Program Expectations of Students.....	37
312	MSFT Program Student and Governance .....	38

## MSFT Program Policy and Procedure Handbook

---

313	MSFT Program Advisory Bodies .....	38
314	MSFT Program Honor Society and Service Awards .....	39
315	Additional MSFT Faculty Responsibilities.....	40
400	Curriculum .....	42
401	Introduction.....	42
402	Curricular Sequencing.....	42
403	Curricular Components .....	43
404	Key Teaching and Learning Practices.....	43
405	Capstone Project .....	44
406	Process for Monitoring Student Progress.....	44
407	Processes for Designing, Approving, Implementing, Reviewing and Changing Curriculum....	45
408	Curriculum Mapping.....	46
409	Syllabus Construction and Course Implementation .....	46
410	Regulatory Alignment.....	47
411	Community of Interest Alignment .....	47
500	Clinical Training .....	48
501	Introduction.....	48
502	Clinical Training Personnel Roles .....	48
503	University Malpractice Coverage for Enrolled MSFT Clinical Students and Supervisors.....	51
504	The <i>Clinical Training Handbook</i> and Clinical Internship Policies and Procedures .....	51
505	Documentation of Student Internship Activity .....	52
506	MSFT Program On-Campus Clinical Services Delivery .....	53
600	Program Assessment.....	55
601	Introduction.....	55
601	Assessment Plan.....	55
602	Assessment of Student Learning.....	56
602	Assessment of Program Functioning .....	60
603	Assessment of Student Progress .....	61
604	Data Review Processes .....	63
605	Communities of Interest.....	64
700	Diversity.....	66
701	Program Definition of Diversity .....	66
701	Diversity Advisory Committee .....	66

MSFT Program Policy and Procedure Handbook

---

702 Processes for Assessing a Safe Climate ..... 66

703 Processes for Maintaining a Safe Climate ..... 67

800 Summary of Central Program Documents ..... 68

801 Program Documents..... 68

900 Policy and Procedure Handbook Alterations and Updates ..... 69

*Addendum*

## 010 Introduction

The Master of Science in Family Therapy (MSFT) program at Friends University is a 60 credit, 24 month, *Commission on Accreditation for Marriage and Family Therapy Education* (COAMFTE) accredited program with a history dating to 1986. A central vision of the program is to prepare all students for the eventual independent practice of Marriage and Family Therapy. The following Policy and Procedure Handbook shall endeavor to articulate the history, mission, vision, program goals and outcomes of the MSFT program. The handbook shall also identify the resources necessary for the achievement of the program mission and the methodologies to assure a sufficiency of resources exist. Governance and administrative positions will be articulated and the procedures for designing, implementing, reviewing and revising the program curriculum will be outlined. Policies and procedures of the clinical training component supporting the course content will be identified and a description of the MSFT program approach to diversity will be described.

## 100 Program Identity, Mission, Vision, Goals and Outcomes

### 101 Master of Science in Family Therapy Program History

Friends University first launched graduate education in 1986 by offering the Master of Science in Family Studies/Therapy and the Masters of Science in Management. Following significant changes to the degree's initial curriculum, structure, and title, the *Commission on Accreditation for Marriage and Family Therapy Education* (COAMFTE) granted candidacy status in 1991 to the Master of Science in Family Therapy (MSFT) program. This action was followed by the initial granting of accreditation in 1994.

The MSFT degree program expanded in 1996 to a location in the Kansas City suburb of Mission, Kansas and was referred to as the Friends University Mission instructional site. When the MSFT degree submitted its self-study for COAMFTE reaccreditation in 1998, all program activities occurring in both locations were reported for review. The COAMFTE commission site visit team organized to examine MSFT program activity at both instructional sites during the same site visit schedule. In 2000, reaccreditation was awarded to the MSFT program as presented in the Wichita instructional site and initial accreditation was awarded to the MSFT program as presented in the Kansas City/Mission site. In December 2004, Friend University programming moved to a new location in Lenexa, Kansas and was referred to as the Greater Kansas City instructional site. In 2005, reaccreditation was awarded to the MSFT program as presented in the Wichita site and the Lenexa instructional site. The MSFT program completed a reaccreditation cycle in 2011 with reaccreditation of the MSFT degree as offered at both instructional locations.

In the Spring of 2015, all of the educational programs, other than the MSFT program, had retreated to the main campus in Wichita or evolved to on-line delivery leaving the MSFT program as the only "bricks and mortar" program at the Lenexa location despite sizeable space and the accompanying facility costs. In June of 2015, the MSFT program moved to another

location in Overland Park, KS and continues to be referred to as the Kansas City Educational Site. The MSFT program in Kansas City is the only program at the Overland Park location and includes two classrooms with a retractable wall between them, three faculty offices, two staff offices, a vending/copy room and student lounge.

#### 102 Friends University Institutional Mission

Friends University was founded in 1898 by the *Kansas Yearly Meeting of the Society of Friends*. Although formal ties with the Quaker denomination ended in the 1930's, the Quaker heritage continues to guide and influence the University.

The Mission of Friends University reads as follows:

*Friends University, a Christian University of Quaker heritage, equips students to honor God and serve others by integrating their intellectual, spiritual and professional lives.*

Friends University identifies several purposes to achieve its mission including:

- A. To provide the opportunity for high-quality learning experiences
- B. To encourage exploration of values – personal, ethical, religious and professional – as enriched by the Christian faith
- C. To provide a liberal arts foundation that will prepare students for life in a diverse and changing world
- D. To provide liberal arts and professional offerings to a diverse population of students in delivery modes that are appropriate and varied
- E. To provide a learning environment that encourages open communication, collaboration, ethical standards and lifelong learning

#### 103 Friends University Master of Science in Family Therapy Mission

The MSFT program at Friends University strives to articulate a mission congruent with the primary mission and purpose of the university while reflecting unique mission and purpose of the program.

*The MSFT Program embodies core Quaker values while engaging students on an educational journey of personal and professional transformation to affect change in the lives of those they will serve.*

The vision of the MSFT program at Friends University is as follows:

*We strive to be a premier, nationally recognized professional graduate program preparing students for eventual independent practice as Marriage and Family Therapist mental health provider.*

#### 104 Program Philosophy

As a systemically minded program, the MSFT program at Friends University approaches the human experience and condition with a relational frame of reference. As relational beings, the human encounter is a fair exchange duly considering both Self and the other creating an ethical responsibility toward rather than for the other. Emotional and relational pathology largely evolves from the systemic interplay of bio-psycho-social systems impacted by impaired coping strategies in the wake of relational injury, trauma and lack of perceived or experienced inclusion. Contrarily, authentic and genuine presence with another conveying due consideration and inclusion conveyed through a multitude of various approaches promotes human relational repair.

#### 105 Principles of Marriage and Family Therapy Professionals

With a central aim to prepare students for successful independent practice as Marriage and Family Therapists, the MSFT program at Friends turns to various sources in the development of a curriculum and training environment critical for developing the essential knowledge, skills and ability necessary for meaningful success. These sources of principles of marriage and family therapy professionals (PMFTP) including the following:

A. *American Association for Marriage and Family Therapy Core Competencies.*

The marriage and family therapy (MFT) core competencies were developed through a collaborative effort of the American Association for Marriage and Family Therapy (AAMFT) and critical stakeholders. The core competencies reflect 128 competencies from six specific domains that represent a minimum that MFT's licensed to practice independently must possess. The domains include Admission to Treatment, Clinical Assessment and Diagnosis, Treatment Planning and Case Management, Therapeutic Interventions, Legal Issues, Ethics, and Standards and Research and Program Evaluation.

B. *Association of Marriage and Family Therapy Regulatory Boards*

The Association of Marriage and Family Therapy Regulatory Boards (AMFTRB) serves many stated purposes including efforts "to sponsor collaboration among the member boards in developing compatible standards and Family Therapy services." As a feature of this purpose, the AMFTRB in conjunction with the *Professional Testing Corporation* developed the National Marriage and Family Therapy Exam to "order to determine if these applicants have attained the knowledge considered essential for entry-level professional practice, and in order to provide a common element in the evaluation of candidates from one state to another." In the development of the exam, the Examination Committee of the AMFTRB identified six knowledge domains and multiple tasks reflective of skills and competencies of entry level family therapists. These domains include the practice of systemic therapy,

assessment, hypothesizing and diagnosis, designing and conducting treatment, evaluating ongoing processes and terminating treatment, managing crisis situations and maintain ethical, legal and professional standards.

C. *2015 AAMFT Code of Ethics*

AAMFT is a central, if not *the* singular, association purposed to protect and promote the practice and profession of Marriage and Family Therapy. The AAMFT *Code of Ethics* offers standards of professional practice for all clinicians.

D. *Kanas Professional Conduct Regulation*

The MSFT program at Friends University is embedded within the regulatory domain of the State of Kansas. Kansas statutes and regulations govern the professional practice of Marriage and Family specific matters of professional conduct.

The overlap of these various sources provides a significant collage of skills, knowledge points, abilities, and tasks essential for competent practice as a Marriage and Family Therapist.

106 **Primary Learning Goals**

In review of the various principles of marriage and family therapy professionals along with emergent research on the essential elements of effective therapeutic treatment, the MSFT program at Friends University identifies four primary learning goals for all students.

A. Interpersonal Competency

Interpersonal competency references the ability of students/therapists to reflect a genuine awareness of their own emotional regulation. Believing that therapists may “only take clients as far as they have gone themselves”, the capacity to regulate emotion includes and ability to regulate the Self while interacting with others potentially in their own distress. Interpersonal competency also reflects skill to meaningfully form a therapeutic alliance with others and to utilize such an alliance to effect therapeutic change.

B. Theoretical Competency

Theoretical Competency references a student/therapist grasp of relevant conceptual knowledge essential for clinical practice along with an ability to synthesize the plethora of conceptual frameworks in such a manner to apply the relevant concepts to clinical realities.

C. Clinical Competency

Clinical Competency references a student/therapist ability to conduct the tasks of managing the clinical process such as initiating and assessing treatment needs, planning research informed interventions, facilitating interventions, evaluating progress of treatment and utilizing supervision or professional collaboration in a manner that follows legal, ethical and professional standards.

D. Multicultural Competency

Multicultural competency reflects a student/therapist genuine ability to recognize and understand contextual dynamics such as power and privilege, to display respect, sensitivity and cultural humility in constructive responses to areas of human difference.

107 [Student Learning Outcomes](#)

Student Learning Outcomes (SLOs) specify what students should be able to do, achieve, demonstrate, or know upon their completion of the degree program. The MSFT program at Friends University has sixteen specific SLOs each reflecting one of the four identified program goals. These sixteen SLOs shape and organize the program's curriculum and assessment systems as they serve the primary mission of the program in preparing students for eventual licensure as independent Marriage and Family Therapists. The sixteen student learning outcomes are as follows:

Interpersonal Competency

- 1.1 Students will demonstrate a proficient awareness of Self and ability to regulate emotion.
- 1.2 Students will demonstrate a proficient awareness of Self in interaction with others and
- 1.3 Students will demonstrate a proficient ability to promote a therapeutic alliance.
- 1.4 Students will demonstrate a proficient ability to utilize therapeutic influence constructively.

Theoretical Competency

- 2.1 Students will demonstrate a proficient ability to understand relevant conceptual knowledge.
- 2.2 Students will demonstrate a proficient ability to apply relevant conceptual knowledge.
- 2.3 Students will demonstrate a proficient ability to synthesize relevant conceptual knowledge.

Clinical Competency

- 3.1 Students will demonstrate a proficient ability to initiate and assess treatment needs.
- 3.2 Students will demonstrate a proficient ability to plan research/theory informed intervention.
- 3.3. Students will demonstrate a proficient ability to facilitate research/theory informed intervention
- 3.4 Students will demonstrate a proficient ability to evaluate progress and conclude treatment.
- 3.5 Students will demonstrate a proficient ability to utilize supervision/professional collaboration.
- 3.6 Students will demonstrate a proficient ability to follow legal, ethical, and professional standards.

Multicultural Competency

- 4.1 Students will demonstrate a proficient ability to recognize contextual dynamics.
- 4.2 Students will demonstrate a proficient ability to constructively respond to difference.
- 4.3 Students will demonstrate a proficient ability to respect and display sensitivity to cultural differences.

108 [Program Achievement](#)

With a program vision to prepare all students for eventual independent licensure as a Marriage and Family Therapist, cohort exam, licensure and employment achievement following the completion of the degree is equally indicative of student learning and a realization of the broader program vision. The MSFT program at Friends endeavors for students to complete the degree program in the scheduled time, sit for the national MFT exam, pass the national MFT exam, obtain independent licensure, remain active in a professional association such as AAMFT and contribute to the field through advanced degrees, public presentations, scholarship, writing, public service, supervision, etc.

109 [Summary](#)

The MSFT program at Friends University is a foundational program of the former Graduate school and now College of Graduate and Professional Studies with original accreditation granted by COAMFTE in 1991 and renewed three times in Wichita and two times in Kansas City. A chief aim of the MSFT program embedded within the University effort to integrate spiritual and

professional lives is to prepare students for eventual licensure as Marriage and Family Therapists by transforming the lives of students and the clients they serve. Broadly, the program training centers on advancing student competency in interpersonal, theoretical, clinical and multicultural domains which represent a variety of professional principles of competent clinical effort. One might suggest the program aims to bring learning into the heart, head, hands and humanity of students by focusing learning upon interpersonal competency, theoretical competency, clinical competency and multicultural competency.

## 200 Program Resources for Achieving Program Mission

### 201 Introduction

The MSFT program endeavors to prepare students for the eventual independent licensure of as a Marriage and Family Therapist. To achieve the mission and vision of the program, sufficient human, instructional, physical, technological, and financial resources are essential.

### 202 Human Resources

As an administrative unit within the College of Graduate and Professional Studies, the MSFT program is served and supported by a combination of full-time faculty, part-time adjunct supervisors and instructors, full-time staff, part-time staff, and graduate assistants. The following information clarifies the current personnel and their related roles.

1. *Full-time Core faculty* – The MSFT program is served by seven full time faculty positions with full instructional load committed to MSFT program activity. Four faculty assignments reside in Wichita and three in Kansas City. Full-time Core MSFT Program Faculty are defined as those faculty, employed by Friends University full time with faculty rank and identified with primary assignment and instructional assignment to the MSFT program.

All MSFT faculty members must meet and maintain the following *qualifications*:

- a. An advanced degree in marriage and family therapy or a related human service/human behavior field
- b. Clinical Fellow of the AAMFT
- c. Approved Supervisor designation with AAMFT, or Supervisor Candidate
- d. Independent licensure in the State of Kansas (LCMFT), or eligibility for such

The *responsibilities* of all MSFT full time faculty members include multiple tasks.

MSFT program faculty are expected to:

- a. offer course instruction of 24 credit hours of regularly offered coursework over the course of nine months (August to May) and to generate a minimum of 300 student credit hours over the nine month period. Content course credit typically involves a credit course affording the graduate MSFT faculty member 4 hours of credit load. Supervision load credit varies by each semester structure and by the type (group or individual/dyadic) and the amount (number of groups or dyads served). Any course instruction outside of the MSFT program requires approval by the Program Director.
- b. maintain a publically posted schedule of a minimum of 10 office hours per week to be held in the office of the faculty member.
- c. serve on a minimum of one assigned university committee or similar assignment of responsibility.

- d. participate in administrative meetings including staff meetings, clinical faculty meetings, divisional meetings, College of Graduate and Professional Study meetings, advisory board meetings and General Faculty meeting
  - e. Develop, deliver, administer, and assess the MSFT program curriculum in accordance with Friends University academic governance
  - f. provide clinical supervision of MSFT students in compliance with the *Clinical Training Handbook*, including participation in matters of clinical student review, probation, and dismissal when necessary
  - g. recruit prospective students in collaboration with University recruitment personnel and MSFT program recruitment initiatives
  - h. participate in selection process of applicants to the MSFT program.
  - i. serve in an advisory role for student progress as they may matriculate from the launch of the program to the initiation of the internship role. As students begin the internship process, the Program Supervisor takes a primary role for student progress.
  - j. review of MSFT student academic and clinical progress at program key transition points including Term One Review, Readiness to Enter Clinical Training, Comprehensive Exam, and other key assessments.
  - k. use of IDEA Student Rating system data related to instructional improvement for personal and collaborative review with MSFT colleagues
  - l. remain current in Marriage and Family discipline and/or area of expertise and engage in program assessment, review and development as required by state and national accreditation bodies.
  - m. supplement instructional efforts with activities of scholarship and service. Faculty are encouraged to engaged in regional activities with AAMFT, the professional association for Marriage and Family Therapy and engage in annual conferences of AAMFT and KSAMFT.
  - n. use of the University's annual faculty evaluation process to intentionally pursue ongoing professional development as described in the Friends University Faculty Handbook
  - o. support primary role of instruction with the advancement of scholarship in the field of Marriage and Family Therapy and in service to the university, field of MFT and to others.
2. *Part-time clinical supervisors* – Since full time faculty cannot provide all of the clinical training required for the full cohorts of MSFT students, part-time clinical supervisors are necessary. This core of clinical professionals is highly valued for the crucial service they provide to the MSFT program and its students, and are overseen by the MSFT Clinical Director of the respective instructional site. Their qualifications and responsibilities are as follows:
- a. Licensure for the independent practice of marriage and family therapy (LCMFT) including authorization to diagnose and treat mental disorders
  - b. AAMFT Approved Supervisor, or Supervisor-Candidate under an MSFT faculty Supervisor Mentor
  - c. Adjunct faculty status within the University, including readiness to convey University and program values to students and regularly complete Title IX training.

- d. Utilization of the MSFT *Clinical Training Handbook* of policies and procedures for clinical training occurring within the program's Clinical Internship series
  - e. Maintain responsibility for the student's clinical functioning in training including student emotional regulation, theory development, case management skills, intervention and development of cultural humility and sensitivity.
  - f. Readiness to provide ongoing evaluation of the student's clinical performance and development through use of the program's assessment rubrics and systems
  - g. Participate in monthly meeting of clinical faculty
3. *Part-time adjunct faculty instructors* – MSFT adjunct faculty instructors provide course instruction in areas of specific expertise (e.g. psychopharmacology) and are an integral resource for program functioning, student learning, and MSFT community life. All adjunct faculty instructors must meet University qualifications for adjunct instruction and must follow posted guidelines by the Human Resources department for employment. Further, MSFT adjunct instructors must be advanced psychotherapy clinicians in mental health service practice, with preference given to marriage and family therapists or expert in their area of service (e.g. psychopharmacology). Part time adjunct faculty qualifications and responsibilities are as follows:
- a. Qualifying masters or doctoral degree
  - b. Licensure to practice marriage and family therapy or other mental health field
  - c. Evidence of specific expertise related to the specific course's subject content
  - d. Readiness to convey University and program values to students
  - e. Readiness to work with an MSFT mentor faculty member or program director responsible for the course syllabus, content, and instructional delivery
  - f. Readiness to utilize the University's technology resources for course management and student evaluation (Moodle and LiveText)
  - g. Readiness to provide student evaluation of learning and program assessment through use of the program's assessment rubrics and systems
  - h. Readiness to collaborate with the MSFT program director, and/or Graduate School division chair to resolve student grievances should they arise
4. *Full-time administrative staff* – the MSFT program currently is served by three full administrative staff positions, two of which are located in the Wichita instructional site and a third in Kansas City. The primary duties of these two positions are as follows:
- a. *Administrative Assistant* provides primary support to the MSFT program Director in coordinating the annual calendar of administrative tasks necessary for efficient offering of the MSFT degree. This includes the ongoing calendar of course instruction and instructor readiness, course/instructor evaluation, student records management according to the University's FERPA policies, program-cohort communication, administrative support of program recruitment and admission activity including the admission interview process, ongoing budget activity, University registration activity, COAMFTE accreditation reports, and other details as set by the MSFT program director/associate director.

- b. *Clinical Operations Manager* provides primary support for the MSFT activity areas of clinical student training and community services through the Wichita Center on Family Living (CFL). This includes administrative support to the MSFT Clinical Directors for the ongoing calendar of clinical training meetings, reports, and events, responsibility for records management of supervised clinical internship activity (*LiveText*) for MSFT students in both instructional sites, administrative support to the Clinical Services Coordinator overseeing the annual calendar of approved community placement site development, review, and student assignment, and support of MSFT assessment technology (*Livetext*) related to clinical student evaluation.
  - c. *Kansas City Site Manager and Administrative Assistant* provides the primary administrative support to the Kansas City location and is a primary support of the MSFT program Director. The *Site Manager and Administrative Assistant* manages matters related to the facility availability and functioning, supports all program meetings, participates in budgeting process and management, facilitates ongoing calendar of course instruction and instructor readiness, course/instructor evaluation, student records management according to the University's FERPA policies, program-cohort communication, administrative support of program recruitment and admission activity including the admission interview process, ongoing budget activity, University registration activity, COAMFTE accreditation reports, and other details as set by the MSFT program director/associate director.
5. *Part-time administrative staff* – the MSFT program currently is served by three part-time administrative staff positions, two in the Wichita and one in Kansas City instructional sites. The primary duties of these three positions are as follows:
- a. *The Wichita Center on Family Living Clinic Manager* assists the Wichita Clinical Director by providing direct oversight of clinic activity in the Center on Family Living. This includes responsibility for proposing, revising, and implementing effective clinic policies and procedures as approved by the Clinical Director, oversight of CFL graduate assistants and work student students working within the CFL, development and support of the CFL Titanium records management system, management of subpoena activity related to CFL clients and student therapists, compliance with the University's HIPPA policies as applicable to CFL clients/consumers access to their CFL health care record, collaboration with the University's faculty and administrative leadership regarding coordination of mental health care for Friends University students receiving services at the CFL, and responding to community requests for exhibiting/description of CFL community services.
  - b. *The Community Services Coordinators*, one located at each instructional site, assist the MSFT Clinical Directors by developing community connections and partnerships needed to support the off-campus clinical training activity of the MSFT degree. This includes responsibilities for development of criteria for an approved community placement site, initial and annual review of placement site compliance with these criteria, recruitment of new clinical placements sites in order to meet MSFT program clinical training need, review of student initiated community sites in locations across the region, completion of the formal *Letter of Understanding* process between placement sites and the University including insurance minimums and liability waivers, continued updating of the *Letter of Understanding* process with University HR and legal personnel, ongoing interaction with MSFT students to support satisfactory matching of students with placement sites, ongoing interaction with MSFT faculty to support MSFT program and community placement supervisor connections, and the completion of an *Annual Placement Site*

*Development Plan* to assist the MSFT Clinical Directors in an orderly management of this program component.

202 Physical Resources

A. Wichita Instructional Site

*Facility Resource*

The Wichita instructional site has a single building devoted primarily to the Marriage and Family Therapy Program. The single story structure includes two sizeable classrooms each with tables and chairs suitable for 40 people divided by a collapsible wall allowing for options for outside presenters, continuing education and other needs for sizeable classroom/presentation space. Office space large enough for group supervision and/or private practice work is available for four faculty. Additional office space is available for the Community Services Coordinator, the Administrative Assistant to the Clinical Director, the Administrative Assistant to the Program Director and for visiting adjuncts/supervisors. A large conference also provides space for large staff and faculty meetings including specific technology for video communication with Kansas City and other locations. The MFT building includes a sizeable clinic area for the *Center on Family Living* including nine therapy rooms, a sizeable lobby, staff space, location for secure file management and a student room for case management. The single story building is *ADA* accessible including bathrooms.

*Instructional Resource*

Primary course instruction occurs in one of two accessible classrooms sufficient for 40 students. Students have ample space a tables suitable for two students. Classrooms are equipped with internet access, computer and projection for video and/or computer screen projection. WIFI is accessible for students. Classrooms include whiteboards. Students have accessibility to a coin operated photocopier and have privileges at all university learning resources including the library and academic support services.

*Clinical Resources*

All students at the Wichita instructional site will carry a caseload of at least 2 client systems at the *Center on Family Living*. The mission of the Friends University Center on Family Living is to provide compassionate and affordable therapeutic services to individuals, couples, and families. The CFL exists as an outreach of Friends University's commitment to lifelong learning and community service and links faculty, staff, and students with community needs for family life education and therapy services. The CFL links all therapy rooms, observations rooms, classrooms, and conference room for live observation of therapy for training purposes. In July, 2002, Wichita's CFL places major emphasis on play therapy, both for treatment services and professional training.

B. Kansas City Instructional Site

Facility Resource

The Kansas City instructional site leases professional office space dedicated to the Marriage and Family Therapy Program. The program space offers two sizeable classrooms with tables and chairs each suitable for 28 people divided by a collapsible wall allowing for options for outside presenters, continuing education and other needs for sizeable classroom/presentation space. Office space large enough for private practice work is available for three faculty. Additional office space is available for the Community Services Coordinator, the Site Manager/administrative assistant, and to the Graduate Assistants. Additionally, space is available for a student lounge. Additional space is available for vending, copying, office supply and includes kitchen facilities for faculty, staff and students. A file and storage room is available for secure storage of student records. The Kansas City instructional site operates without a *Center on Family Living* clinic and all student clinical work is performed in offsite settings. The first story space including bathrooms is ADA accessible. Classroom space is utilized primarily for course instruction on Tuesday and Thursday evening. When not in use for class, the space doubles as space for program supervision and program meetings.

203 Institutional Resources

*Technological Resources*

All faculty offices are equipped with computer and internet access with multiple access points for printing. Technology includes access to video communication software for regular meetings between Wichita and Kansas City Instructional Sites. Both locations are provided with advanced Polycom communication equipment allowing for meeting options with multiple people in various location sites. Technological assistance is available for both individual needs and for video conferencing needs.

*Academic Support Resources*

The Academic Resource Center (ARC) provides a variety of help for students including writing, and technology. This free assistance is available on a drop-in basis in Room 109A Davis Administration Building. The ARC staff includes two professional writing tutors. Students are asked to bring their assignments, drafts, and/or notes and handouts to facilitate tutoring.

Resources for all types of writing, particularly research and documentation style, are available in the ARC. The center keeps a variety of textbooks, handouts and dictionaries for student use. Students may use the computers to write papers, search databases and the Internet, access email, access Moodle, etc.

Students enrolled in the College of Graduate and Professional Studies may elect to email their papers to the Academic Resource Center at [arc@friends.edu](mailto:arc@friends.edu). This service exists throughout the year. Along with quick writing advice, we have numerous grammar handouts, style and writing handbooks, several ESOL (English as a Second or Other Language) resources and dictionaries.

### *International Student Resources*

The International Services Office (ISO) mission is to support international students' transition to the university and to assist them in accomplishing their academic, social and occupational endeavors as well as enhance intercultural awareness, learning, and engagement to inspire all students to become global citizens. The ISO assists international students with Orientation Cultural transitioning Immigration regulations/advising University procedures Social and educational programming.

### *Financial Aid Resources*

The MSFT program is unable to provide any specific grants, scholarships, fellowships or paid internships. Students in the College of Graduate and Professional Studies eligible for some federal aid as well as scholarships from *outside* sources.

### *Student Account Services as Resource*

Friends University Student Account Services helps students by working out payment arrangements. The department assesses all charges, credits and refunds and sends out all monthly statements. By enforcing consistent collection of educational costs from all students, the financial viability of Friends University is preserved. Various options of payment exists. Tuition by term is due in full prior to the scheduled start of class if not completely paid by financial aid. Friends University offers individually arranged extended payment arrangements for those who are unable to pay the total charges before the start of class. Students who wish to pay for their tuition and fees with an individualized payment arrangement should contact Student Account Services to discuss payment options and complete required paperwork. All deferred payment arrangements must be approved by the Student Account Services office before they are effective.

Deferment Plan for Employer Reimbursement or Third Party Sponsorship: Charges for tuition and fees may be included in a Tuition Payment Plan. All documented financial aid will be subtracted from the total allowable charges, and the remaining balance due is the amount that will be divided into monthly payments. Payment plans are interest free, but a set-up fee applies

### *Registrar Office as Resource*

The Friends University Registrar's Office ensures that academic student records are created, maintained, certified and protected. The *Office of the Registrar* assists the MSFT program in four specific ways. First, the *Office of the Registrar* is critical in the development, update and expansion of program courses ensuring all university policy of course nomenclature and catalog are followed. Second, the *Office of the Registrar* provides MSFT program Directors

with the names of students in danger of or specifically failing to meet university and/or program standards for continued enrollment. The *Office of the Registrar* provides students with two primary services. First, a function of the Registrar's Office is to process transcript requests. An official transcript may be requested one of two ways: as an online transcript request or by submitting the transcript request form via mail, email, fax or in person. This responsibility is particularly relevant to the vision of the program for students to obtain licensure to practice Marriage and Family Therapy. Second, the Registrar's Office also coordinates commencement exercises.

## 204 Procedures for Assuring Sufficient Program Resources.

### *Introduction*

Any graduate or training program will fail in fulfilling a mission and/or vision without the sufficient personnel and resources to support the education and training. A distinction exists between human personnel as a necessary resource for the program needs and the individual or aggregate effectiveness of the human personnel to fulfill their respective responsibilities. The following are procedures to assess and ensure the sufficiency of resources provided for the MSFT program in each location to fulfill their mission and vision as well as meeting the expectations of the University. It is equally recognized that any system such as a private university such as Friends University is limited in the overall resources available to provide an individual program. A synergistic relationship exists between the university and the program(s) as program success advances the fiscal health of the university and the fiscal health of the university influences the available resources for individual programs to achieve their success.

Most all resources are dependent upon budget availability. The Program Directors of the instructional sites have budget authority for non-salaried costs. The MSFT program plans budgets for instructional, administrative and site management (and Wichita budgets for the *Center on Family Living*). In January of each academic year, Program Directors submit budget requests and justifications for all revenue requests including expected costs for adjunct instruction and program supervision by adjunct faculty. The budget process equally allows for a time to request additional needs including personnel if the program is inadequately supplied with human resources to meet the needs of the program. Final decisions on additional personnel will be made by the Vice President of Academic Affairs in consultation with the Dean of the College of Graduate and Professional Studies.

### *Sufficient Personnel*

The vision of the MSFT program is to prepare students for eventual licensure as a Marriage and Family Therapists and to succeed in the field with the appropriate skills to transform the lives of those they serve. Program data suggesting students are graduating from the program with sufficient knowledge and skills to pass the national exam, acquire licensure and maintain licensure while reflecting competent and ethical practice implies broadly a sufficient level of personnel to achieve the mission and vision. More specifically, Program Directors review with all MSFT faculty, the results of the annual survey to program alumni who are specifically asked to

reflect on the adequacy of program resources. Students completing the first term of the program and those completing the last term of the program are asked to complete a survey assessing program resources. Additionally, monthly feedback from the *Student Advisory Committee*, offers current students an opportunity to reflect on the functioning of the program. Program Directors also must consider the student: faculty ratio and the administrative support provided to the MSFT program relative to other programs of the university. Program Directors also consider in budget preparation the total number of credit hours required in a given academic year for course and internship delivery and compare with total hours program faculty available for instruction and the remaining need for part-time instructors. (For example, three full time faculty are responsible in a nine month cycle to complete at least 12 to 18 hours of credit load individually reflecting 36 to 54 hours as a faculty team. This number is reduced by release time for administration 12 hours toward 24-42 hours total against the total number of credit hours for the program). Program Directors who determine additional core faculty are required for meaningful delivery of program curriculum and training begin with approval of the Dean of the College of Graduate and Professional Studies. For personnel matters other than core faculty, Program Directors include request for additional personnel while preparing annual budgets. Justifications for requests may be found via review of program achievement data, alumni feedback, current student survey data and monthly student anecdotal data implying a need for additional personnel sustainable by the university.

The sufficiency of program supervision is similar in determination. It is impossible for core faculty to provide all the supervision required for the program. Clinical Directors seek to ensure some measure of supervision to be provided by the core faculty and continually seek to develop available program supervisors including a mentorship process as *AAMFT Supervisor Candidates* endeavor to complete their requirements for supervision. Resource is required for training of new supervisors, advancing their understanding of program processes and assuring familiarity with legal, ethical and professional standards of practice. Supervisor mentorship is limited by impact on faculty load for faculty assigned to mentorship. Need for program supervision ebbs and flows across the internship calendar and is equally variable by the total number of students. Clinical Directors and Program Directors anticipate needs for program supervision during the budget process. Clinical Directors assure sufficient supervisors for clinical needs and Program Directors assure sufficient staff and part time faculty for program administration and curricular implementation.

### *Sufficient Resources*

As with program personnel, physical, technological, instructional, clinical and academic resources are assessed through a variety of measures. Specific assessments consider the experience of students and alumni of specific program resources and include

- Term One Survey (annual)
- Term Four Survey (annual)
- Annual Alumni Survey (annual)
- Noel-Levitz Survey (tri annual)
- Student Report from Student Advising Committee.

Evaluation of data from the above surveys indicate needs for changes or improvements in areas of resource for the advancement of the learning. This data informs Program Directors to either request needed resources or to address needs with providers such as Academic Support Services. Data from these surveys are shared with students during the *Student Advising Committee* and with other communities of interest such as the Advisory Board all to ensure compliance with needs of the program toward achieving the goal of the program.

### 205 [Policy for Hiring New Faculty](#)

The determination of a new faculty position for the MSFT program requires initial approval by the Dean of the College of Graduate and Professional Studies. Rationale for the need for additional or new faculty should include reasonable justification for the position, anticipated costs, a recommended job description, assumed assignments and other factors supporting the request for a new faculty member. The Dean of the College of Graduate and Professional Studies must recommend the request to the Vice President of Academic Affairs for approval and final approval by the university President. The Vice President of Academic Affairs shall upon approval by the President authorize a search committee inclusive if possible of the Program Director, a member from the same discipline, a member of the same division, a representative from another division and a representative from another college.

## 300 Program Governance and Administration

### 301 Introduction

The Friends University College of Graduate and Professional Studies employs a faculty-administrator model for its faculty. Administrative responsibility for each professional master's program is assigned to a core faculty program director who oversees accreditation responsibilities, budget activity, curriculum development, instructional assignments, part-time faculty training and support, admission actions, student retention and complaints, staff management, program assessment, and community relationships. The MSFT Program Director, by means of the Friends University faculty contract has defined institutional authority and final responsibility over the entirety of program operations at their specified location including supervised professional practice area responsibilities of the MSFT Clinical Director. The Program Director reports in both faculty and administrative roles to the Dean of the College of Graduate and Professional Studies who in turn reports to the Vice President of Academic Affairs who in turn reports to the President of the University. Since January 5, 2014, the Friends University Faculty have chosen to delegate *academic* governance responsibilities to the Academic Cabinet. The Academic Cabinet receives recommendations from academic councils of the schools and the Vice President of Academic Affairs to:

- Formulate university wide academic policies
- Review proposals and other substantive academic initiatives
- Review and approve degree requirements
- Provide coordinating oversight for academic activities that impact more than one School
- Advise and make recommendations to the Vice President of Academic Affairs as requested and appropriate.
- Ascertain that new programs and major activities are appropriate expressions of the university mission
- Advance academic and intellectual excellence across the University's faculty and academic programs

Recommendations to the Academic Cabinet must first be approved by the College of Graduate Professional Studies and include matters such as

- Changes in admissions requirements of criteria.
- Changes in graduation requirements.
- New courses.
- New degree programs or certificate programs.
- New School level academic policies or changes to existing school level academic policies.

Recommendations to the College of Graduate and Professional Studies are first considered, discussed and approved by the Division of Arts, Education and Science of the College of Graduate and Professional Studies.

Program recommendations begin with consensus or approval of MSFT program faculty.

### 302 MSFT program Administration and Professional Responsibilities

- A. *Program Directors:* A MSFT program core faculty member credentialed with AAMFT Approved Supervisor status, serves for 12 months per year as a Program Director at each of the two MSFT instructional sites and is vested with responsibility for oversight of the accreditation, curriculum, clinical training, facilities, services, maintenance and enhancement of the program quality plus oversight of all additional program activity, full-time faculty, and part-time instructional faculty specific to the MSFT degree. MSFT program directors must work collaboratively to determine that administrative actions remain uniform across sites where compliance is required by this handbook or other University, Graduate School, or accreditation standards. In exchange for administrative service, the Program Director is provided 12 hours of load release per year, the equivalent of one half of the required faculty load.
- B. *Clinical directors* – One MSFT faculty position in each instructional site is assigned to oversee all facets of the MSFT Clinical Internship including internship syllabi, published policies and procedures of the *Clinical Training Handbook*, actions affecting clinical student client contact, clinical placement site approval and assignments, and in Wichita, the Friends University Center on Family Living activity. Additionally, the MSFT clinical directors supervise the *program support staff* dedicated to clinical training activity in the respective site. MSFT clinical directors must work collaboratively to determine that administrative actions remain uniform across sites where compliance is required by this handbook or other University, Graduate School, or accreditation standards and inform the Program Director of actions.

### 303 Administrative Calendar

The MSFT program directors will convene the MSFT faculty and staff as needed to develop an annual calendar of program level activity necessary for effective program administration across both sites. Site specific administrative activity may vary though respective meetings schedules should be openly shared. The annual MSFT program calendar should establish schedules for the following:

1. Monthly or bimonthly staff meetings
2. Monthly MSFT faculty meetings
3. Annual recruitment and marketing event dates, admission file review, admission interviews, admission actions, and orientation events
4. New cohort program schedule including term start and finish dates
5. Clinical internship progression and completion
6. Program assessment activity, data review, and improvement decision points

### 304 Administrative Records

Agenda and actions from all scheduled administrative meetings occurring in both instructional sites shall be recorded in a mutually agreed upon template for meeting minutes. Both sites also will agree upon and use a mutually agreed upon method/technology for storing and archiving administrative meeting minutes. Clinical training actions occurring in either site will use documentation systems defined in the *Clinical Training Handbook*.

### 305 Program Admissions and Enrollment

Students enroll in the MSFT program one time per year and follow a developmentally designed curriculum across the span of 24 months. In conjunction with the Friends University market and enrollment management offices, the MSFT program develops a recruitment calendar including monthly information nights for prospective students, interview days, orientation night and the expected launch of the next cohort. Monthly information nights introduce prospective students the history of the University, the field of Marriage and Family Therapy, perspective on diversity, the program curriculum, internship requirements, post graduate licensure requirements in Kansas, the route to licensure, admission requirements, costs, program schedules and potential job environments.

Program candidates must submit a university application, an application fee, four letters of recommendation with preferences for academic referrals, completion of a 16-PF personality profile, completion of a background check, an autobiography addressing questions of emotional, academic, clinical and cultural readiness, and an academic transcript. Program faculty review all application material and unless the application indicates clear lack of program readiness, all candidates are invited for a faculty interview. During the interview process, all students will complete a one - one faculty interview, group interview peers and a writing exercise designed to address writing ability and basic perspectives related to cultural humility. Application material and interview assessments include faculty assessment, student self-assessment, staff assessment and peer interviewee assessment across measures endeavoring to assess basic interpersonal, theoretical, clinical and multicultural competency and openness for training.

*Policy:* Students fully admitted to the College of Graduate and Professional Studies and the MSFT program must have a completed undergraduate bachelor's degree with a cumulative Grade Point Average of 3.0 (on 4.0 Scale) or higher and have completed one course in research or statistics and two upper level courses in psychology, family studies, human development, sociology or other human studies courses. Prospective students without the required GPA or pre-requisite course may be admitted on a provisional admission and must complete all pre-requisite courses or complete Credit By Exam equivalencies prior to the end of the first term and must maintain a 3.0 or higher GPA after six credits of the program.

Students admitted to the MSFT program following the application process and interview may submit a \$200 deposit which is non-refundable after June 1 to reserve a seat in the MSFT program.

Students who have attended another university or who have previously withdrawn and seek to return to the MSFT program must submit a letter of update formerly requesting return from the program addressing activity since their departure from the program. The candidate will meet with the MSFT program faculty to determine program readiness. With program faculty approval, the

Program Director will prepare a *Plan of Study* to determine how the candidate will meet all requirements of the cohort to which the candidate is entering for submission and final approval by the Dean of the College of Graduate and Professional Studies.

### 306 Program Budget and Fiscal Management

Program budget development is the responsibility domain of Program Directors. In January/February of the academic year, budget managers receive budget process training and deadlines for submission to the Dean of the College of Graduate and Professional Studies. Program Directors develop a budget of non-salaried costs plus adjunct/supervisor/graduate assistant labor costs for separate administrative and instructional budgets. The Program Director in Kansas City also develops a Site Budget dealing with the costs of the facility and the Wichita Program Director submits a budget for the administration of the *Center on Family Living*. Each line item must be accompanied by a rationale for the anticipated expenditures. Budgets are reviewed by the Dean and Budget Committees and potentially adjusted before final submission to the Finance and Audit Committee of the Board of Trustees for review prior to the final approval of the budget by the Board of Trustees.

### 307 Course Development, Implementation, Adjustment and Management

The MSFT program 60 credit, 24 month curriculum is designed to follow student developmental progression, equip students for the transformation of “head, heart, hands and humanity” toward an increased mastery of skills and knowledge for eventual effective practice of marriage and family therapy. Broadly the curriculum initially introduces students to the field of Marriage and Family Therapy, utilizes content of group therapy, trauma, attachment, and intergenerational models to turn toward “self of the therapist” issues during the first semester. The second semester builds on preparation for the clinical internship with training in crisis management, ethical obligations, relational assessment, diagnosis and assessment and treatment planning. As students move into the summer semester and begin their clinical internship, students are exposed to an array of classic theories, and then in the fall semester, more contemporary models such as emotion focused therapy, post-modern theories and cognitive behavioral approaches before turning toward an advanced conversation of diversity. The final spring semester addresses many special topics such as addiction, sexual issues, stress, violence and the business of MFT before concluding the a spring course in research.

Each location instructs required courses in the curriculum, additional internship series courses and eight courses of “elective” credit unique to the specializations at each location. A syllabus template has been developed which identifies for each course the catalog description, objectives, specific student learning outcomes addressed in the course and the specific elements of the Professional Marriage and Family Therapy Principles reflected in the course as well as course measures and specific efforts to ensure consideration of the material across cultures. The syllabus template then directs instructors toward “must do” elements of the course as part of the accreditation standards to ensure continuity and connection with program goals and student learning outcomes in service to the Program Mission. The syllabus template is reviewed and

approved by MSFT program faculty. This template further serves as a basis for developing a curriculum map of instruction in meeting the student learning outcomes of the program.

Program Directors first assign core program faculty to specific courses of the curriculum of unique interest or expertise of the faculty member or of administrative importance including clinical supervision responsibilities. The remaining courses are assigned to part-time faculty with a minimum of two years post graduate experience and demonstrated expertise in the field of study.

All faculty submit their course syllabi to Program Directors for review and approval and place course material in the course Moodle shell for student use. Students in Kansas City are made aware of the texts necessary for the course to order in advance of the class. All instructors are asked to take attendance for each course and provide the attendance to the Administrative Assistant following the completion of the program. Faculty are requested to complete all grading and submit final grades into the university Banner System two weeks following the completion of the course module. On the final night of the course, faculty are requested to have student complete a course evaluation via the on-line process for the course IDEA evaluations. Feedback of all part-time faculty will be forwarded to Program Directors for review.

The course schedule of all courses is prepared a year to half a year in advance of the program start including a week by week display of courses for approval by financial aid and the registrar and is made available on the university website.

Curricular changes or alterations to program requirements begins with the MSFT Faculty. Discussion and consensus or approval of alterations are forwarded to the division for comment, review, discussion and approval before advancing to the *College of Graduate and Professional Studies* for approval and finally to the Academic Cabinet for final review and approval. Changes may be recommended prior to approval at any stage.

### 308 Student and Graduate Progression

The MSFT Program is guided by COAMFTE achievement benchmarks directing the program to systematically follow long term progression of students from the time of entering the program until four years following graduation. The development of all policies concerning students are informed by COAMFTE accreditation guidelines, Friends University Catalogue, Graduate School guidelines, and the Friends University Faculty Handbook. Reference to each of these important domains of policy development and oversight will be identified in the following sections.

The MSFT program faculty recognize the journey from prospective student candidate to independent licensed practitioner of Marriage and Family Therapy is a sizeable journey of at least four years with university and regulatory gateways to accomplish. The MSFT program at Friends University considers five specific gateways from candidate to independent licensee. Gateway one represents the admission of an applicant to the MSFT program and involves faculty review and scoring of completed applicant admission files prior to interview, program observation and

scoring of applicant interpersonal performance in small groups, rubric based scoring of applicant spontaneous writing, one-on-one interviews with faculty, and total applicant scoring and ranking. Once admitted to the program, gateway two represents an assessment of student readiness to begin the clinical internship and involves assessment and scoring of cumulative grade point average student performance in the Clinical Exposure Exercise (CEE) during intensive week of the program, student self-reflection of their emerging “Transformative Journey”, completion of all program pre-requisites, membership with AAMFT, recommendation from fall course instructors, peer assessment, and review of fall faculty assessment of the student’s Global Assessment of Student Functioning scales. Gateway three represents completion of MSFT requirements and graduation and involves review of program coursework, internship requirements, adequate student GPA, completion of pre-requisites, successful pass of the comprehensive exam, completion of working model of therapy and program key assessments. Gateway four represents professional credentialing and involves passing of the national exam, receiving initial state licensure, electing AAMFT associate member status, and securing employment. Gateway five represents MFT professional practice and involves continuing MFT related employment and receiving independent state license in MFT, evidence of professional accomplishment, and service to the profession.

At each phase of assessment, the MSFT program endeavors to utilize a quasi multi-trait multi method design seeking to have a collage of evidence from multiple sources across the four primary learning goals of theoretical interpersonal, clinical and multicultural competency understood euphemistically as the head, heart, hands and humanity of student learning.

Gateway	Evaluation	Source
<p><i>Gateway One (GW 1)</i></p> <p><i>Admission</i></p>	<ul style="list-style-type: none"> <li>• Application Material</li> <li>• Faculty Interview</li> <li>• Group Exercise Evaluation</li> <li>• Writing Sample</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Assessment</li> <li>• Student Self-Assessment</li> <li>• Objective Testing (16 PF)</li> <li>• Outside Vendor (Background)</li> <li>• Staff Assessment</li> <li>• Peer Assessment</li> </ul>
<p><i>Gateway Two (GW 2)</i></p> <p><i>Readiness to begin Internship</i></p>	<ul style="list-style-type: none"> <li>• Cumulative GPA</li> <li>• AAMFT Membership</li> <li>• Pre-requisite Completion</li> <li>• CEE Evaluation/Rank</li> <li>• Fall GASF Scores</li> <li>• Foundation Faculty Assessment</li> <li>• Transformative Journey Paper</li> <li>• Peer Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Assessment</li> <li>• Student self-assessment</li> <li>• Peer Assessment</li> <li>• Alumni Assessment (CEE)</li> <li>• Program Requirements</li> </ul>
<p><i>Gateway Three (GW 3)</i></p> <p><i>Completion of Requirements</i></p>	<ul style="list-style-type: none"> <li>• All coursework completed</li> <li>• No more than 2 courses with “C” or less for grade</li> <li>• Completion of 500 hours direct clinical contact                             <ul style="list-style-type: none"> <li>○ 200 Hours Relational</li> <li>○ 50 hours Ind Sup</li> <li>○ 50 hours ‘raw’ data</li> </ul> </li> <li>• Completion of Key Assessments                             <ul style="list-style-type: none"> <li>○ Working Model Paper</li> <li>○ Comp Exam</li> <li>○ FMTH 697 Projects</li> </ul> </li> <li>• Coursework completed in 5 years</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Assessment</li> <li>• Supervisor Assessment</li> <li>• Placement Site Assessment</li> <li>• Student Self-Assessment</li> <li>• Peer Assessment</li> <li>• Outside evaluators</li> <li>• Program Requirements</li> </ul>
<p><i>Gateway Four (GW 4)</i></p> <p><i>Professional Credentialing</i></p>	<ul style="list-style-type: none"> <li>• Educational Requirements</li> <li>• National Exam sit and pass</li> <li>• Post Graduate Training</li> <li>• Post Graduate Supervision</li> <li>• Letters of Attestation of Public Trust</li> <li>• Acquisition of initial license</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Attestation</li> <li>• Supervisor Attestation</li> <li>• Objective Exam</li> <li>• Regulatory Board</li> <li>• Client experience</li> </ul>
<p><i>Gateway Five (GW 5)</i></p> <p><i>MFT Professional Practice</i></p>	<ul style="list-style-type: none"> <li>• Independent Practice as MFT</li> <li>• Continued Employment</li> <li>• Professional Accomplishment</li> <li>• Service to Profession</li> </ul>	<ul style="list-style-type: none"> <li>• Alumni Report</li> <li>• Licensure Directories</li> </ul>

309 Policies

*Student Recruitment Policy:* The Master of Science in Family Therapy program shall actively engage program marketing and recruitment with integrity and public display of program mission, program goals, outcome, curriculum, licensure expectations, financial costs, time expectations, student achievement criteria and any other pertinent information to assist prospective candidates with decision making. The MSFT program shall encourage application only from those with reasonable educational, emotional development and potential skill anticipated for the program. The MSFT program shall not engage in tactics to intentionally mislead applicants or knowingly advance fall information regarding other programs and/or disciplines.

*Anti-discrimination Policy:* The Master of Science in Family Therapy program admits academically qualified students without regard to race, sex, age, race, color, religion, national origin, ancestry, marital status, sexual orientation, handicap, Vietnam Era Veteran status, Special Disabled Veteran status, or disability, to all the rights, privileges, programs and opportunities generally available to students.

*Admission Policy:* The Master of Science in Family Therapy program shall recommend for admission, academically qualified students following review of all application material, faculty interviews, group processes and writing samples. Fully admitted students must have a completed undergraduate degree, a cumulative GPA of 3.0 or better and required pre-requisite courses in research or statistics and upper level courses in psychology, family studies, sociology or other behavioral sciences. Faculty may recommend provisional program admission for applicants without GPA or pre-requisite courses.

Students wishing to transfer from other accredited programs or wishing to return to the program following a student initiated or program initiated withdrawal must submit a letter of update to the autobiography along with a formal request for return. Returning or transferring students require the approval of the Program Director following an interview with faculty and the approval of the Dean of the College of Graduate and Professional Studies.

*Retention Policy:* Admitting and retaining qualified candidates for professional graduate study in Marriage and Family Therapy is a priority. The sustained and intense nature of a master's level Marriage and Family Therapy clinical graduate degree requires the MSFT program to consider the emotional life of students as a community of learners. The stressful nature of graduate studies and the demanding nature of the clinical internship can result in the depletion of emotional reserves and healthy coping. The MSFT program instructors shall assess student functioning until the launch of the clinical internship. Any instructor with concern with student functioning shall complete a Student Concerns form referenced in the Clinical Training Handbook and/or request a *Review of Progress* with the student to assure the emotional well-being of the student and seek options, if appropriate, to maintain program enrollment. All MSFT faculty believe it is important to invest in the lives of our students and to offer students necessary support and encouragement to complete their program of studies.

*Grading/Assessment Policy:* Grades for graduate work are A, B, C, and F. Faculty have the primary authority for the assignment of grades. Students have the right to appeal grades through the University Exceptions process. The graduate grade point average includes only those courses taken at Friends University for which graduate credit is earned and for which a regular letter grade is assigned. Credit is transferred with the grade and hours earned in the course at the institution where the course was taken. All requests for a grade change must be initiated within one year of completing the course and prior to receiving the degree. "SP" is the grade submitted by an instructor to indicate satisfactory progress in a course. This grade may only be submitted for internship or practicum courses that have been approved by the instructor and Graduate School Academic Council as a two-term study, or for a course which continues for more than one term. At the end of the next term, or end of the program, a grade of A, B, C, F, P or I will be recorded. If this grade is changed to an "I", the student follows the regular incomplete procedure.

*Authenticity of Student Work Policy:* Plagiarism is defined as the use of another's written work without proper citation, including borrowing of an idea or phrase or paraphrasing of material

without proper citation; b) use of another student's work in any form; c) the purchase and/or use of a paper or assignment written by someone other than the student. When a professor/instructor determines a violation of the honor code has occurred, h/she takes the following actions:

1. Complete Section One of the Academic Integrity Incident Report Form.
2. Notify the Division Chair/Program Director of incident by sending a copy of the completed Academic Integrity Incident Report Form, Section One.
3. Division Chair/Program Director will contact the Office of the University Registrar to check for prior academic honor code violations.

If the student has no prior documented violations:

1. Professor/instructor meets with the student to discuss the problem.
2. Student can admit the violation and accept the sanction determined by the professor/instructor.
3. If student accepts sanction, professor/instructor and student sign Section Two of the Academic Integrity Incident Form and forward form to the Office of the University Registrar with supporting documentation.
4. If student does not accept sanction, Section Two of the Academic Integrity Incident Form is completed, signed and the matter is referred to the Division Chair/Program Director for resolution.
5. If the matter is not resolved with the Division Chair/Program Director; Section Three of the Academic Integrity Incident Form is completed, signed and the matter is referred to the Dean of the College who reviews the case and refers the matter with comment to the Academic Integrity Board for resolution.

If the student has prior documented violations:

1. All second time (or greater) offenses are referred directly to the Academic Integrity Board.
2. The Board conducts a hearing and adjudicates the matter.

All completed Academic Integrity Incident Forms, supporting documentation, hearing documentation and materials are retained by the Office of the University Registrar. Record documentation is appended to educational records (as defined by FERPA) as deemed necessary and appropriate.

*Remediation and Dismissal Policy;* Despite the best efforts of the MSFT program to predict student readiness for the program expectations and requirements for continuity, students may fail to meet the academic rigor of the program or may display emotional dysregulation, behavior or conduct limiting or prohibiting the continuation of the student in the program.

- *Administrative Withdrawal:* Friends University may elect to initiate an administrative withdrawal in order to withdraw a student from all classes for any of the following reasons:
  1. The student has failed to provide the documentation required by the University in order for the student to achieve full admission status.

2. The student has failed to meet the University's basic standards for academic performance and/or progress.
3. The student is no longer attending any classes.
4. The student has failed to provide the documentation requested by the University in order for the University to complete the student's financial aid file in a timely manner.
5. The student has failed to make payment of tuition and/or fees to the University in the manner, amount and at the time agreed upon between the student and the University's Student Account Services Office.
6. The student has failed to meet the University's code of conduct or community life standards.
7. The student has failed to demonstrate adequate academic achievement, progress and/or expected minimal performance competency(ies) as determined by the student's program or major.

Should Friends University elect to initiate an administrative withdrawal, written notification will be sent to the student. The student will have ten (10) business days to appeal any administrative withdrawal. The completion of an administrative withdrawal does not relieve the student from his or her financial obligations to the University. All charges, which are unpaid by the student at the time of administrative withdrawal, will become immediately due and payable. Refunds will be issued and credits applied in accordance with the University's published refund policy.

- *Academic Probation and Dismissal:* Any graduate student whose current cumulative graduate program GPA falls below 3.0 shall be placed on academic probation. Students on probation will have the following term of attendance to remediate probationary status. Failure to bring the current cumulative graduate program GPA to 3.0 or higher by the completion of the subsequent term of attendance will result in dismissal from the Graduate School and Friends University. Students shall be dismissed from graduate programs upon failure to achieve a 3.0 current cumulative graduate program GPA at the end of any term of attendance following placement on academic probation. Students who receive a dismissal letter will have 10 business days to appeal the dismissal in writing. If the appeal is denied, petition to return to the graduate program may be made after 16 weeks following the dismissal. Petitions for re-admission must be in writing and addressed to the Graduate School Academic Council.

Any student who has more than six credit hours of "C" may not continue in the program except to enroll in a course with an earned "C" in an effort to correct the grade. Internship series courses including the FMTH 594 Foundations course and the FMTH 522 course are pre-requisites for the internship series FMTH 693, 694, 695, 696 and 697. Failure of any course by an earned "F" in this series will forfeit ability to advance in the internship series and require withdrawal from the program.

- *Program Review of Readiness:* Near the end of the first semester MSFT program faculty conduct a *Fall One Review of Student Readiness*. This marks the second program gateway. This review considers the academic performance, global functioning, self-assessment, completed program requirements, peer review and other measures to determine the student readiness to continue in the program. The MSFT program may advance the student, advance with caution or not recommend continuation. Faculty advisors will meet with individual students regarding program decisions. Those with cautionary indicators are advised of areas of concern and need for addressing. Those not

recommend for continuation are assisted in a withdrawal from program. Those not recommended for continuation typically have been advised earlier in the program of emerging concerns. Such a decision reflects a vote of no confidence in the student ability to successfully continue and/or potential concern of student injury to self or to a client should they advance to the internship. The internship series and the primarily academic component are to run concurrently and a student unable to continue in the internship series cannot meet this requirement. This assessment is made again just prior to the launch of the internship series in April. Students unable to secure a placement site location following the extensive placement process may not continue.

- *Program Review of Progress:* Any faculty member or program supervisor may request a *Review of Progress* when matters of student functioning, performance, ethical practice or the like emerge. A *Review of Progress* always seeks to understand the context for concern and avenues to resolving the concern and advancing the student. Should student functioning, basic competency, on-going ability to afford clients meaningful care and due consideration or an ability to follow program policies, AAMFT Code of Ethics, or Kansas professional conduct regulations prove absent, the Program reserves the right to terminate the student from clinical activity. Because of a program requirement for concurrent internship experience during the program, the student will not be allowed to continue in the program.
- *Violation of University Code of Conduct or Policy;* Friends University policy prohibits that interferes with the normal operations or the educational objectives of the University, counterfeiting, forging, falsifying or attempting to alter any record, form or document used by the University, providing false or misleading information to a University official, any form of gambling, including Internet gambling, that is in violation of state law, harassing behavior that discriminates against an individual based on race, color, religion, national origin, sex, marital, age, disability or veteran, and making sexual advances or remarks and/or physical or expressive behavior of a sexual. Violations may lead to sanctions from admonition to expulsion.

### *Complaints and Grievances Policies*

#### *Complaint Process*

Should a student desire action on a student concern significant enough to be damaging to the learning process, the following procedures are to be followed. Such concern may regard the action of a faculty member, administrator, staff person, or peer within the Master of Science in Family Therapy graduate program, or the wider concern of a group or class in total. For concerns of an academic nature, the student is asked to refer to the Friends University catalog

1. The student is encouraged to voice the complaint directly to the graduate program personnel involved.
2. If such a conference does not resolve the issue, the student is asked to confer with the Wichita MSFT program Director in Wichita and with the Kansas City MSFT program Director in Kansas City. If this conference does not resolve the issue,
3. The student is asked to confer with the Dean of the Graduate School. The Dean will take action that resolves the matter.

4. Should a student wish to appeal the Dean's decision, an appeal must be made in writing to the Vice President of Academic Affairs, who, in consultation with the President, will respond for the University.

*Formal Grievance Procedure*

A formal student complaint should entail original signed correspondence of the complaint submitted to one of the following offices: Vice President of Academic Affairs or the University President. The University will maintain records of formal written student complaints.

*Technology Policy:* Access to the Friends University networks and computer systems is a privilege and not a right. Access is granted subject to University policies and local, state and federal laws. The contents of all storage media owned or stored on University computing facilities are the property of the University. Appropriate use should always be legal and ethical, reflect academic honesty, conform to community life standards and the mission of the institution as stated in the University Catalog, and show restraint in the consumption of shared resources. Users should demonstrate respect for intellectual property rights; ownership of data; system security mechanisms; and individuals' rights to privacy, freedom of speech, and freedom from intimidation, harassment, and annoyance.

The University is not responsible for illegal, unacceptable or unethical use of the information technology environment, including computer and computer networks or electronic communication system.

**Authorized Use:** Authorized use of Friends University-owned computing and network resources is that which is consistent with the education, research and service mission of the University and with this policy.

The University's networks and computer systems are maintained for use by Users in connection with University-related matters. Authorized Users are any currently enrolled student, active or adjunct faculty member, and full-time or part-time employee. Each User will be authenticated periodically to verify these requirements. While the University will attempt to respect academic freedom in the use of its information technology environment to achieve academic objectives, any User may be denied access to these resources for any reason or for no reason. No denial of access shall be interpreted as any attempt to control academic freedom.

It is the User's responsibility to be aware of the potential for and possible effects of manipulating information, to understand the variable nature of electronically stored information, and to continuously verify the integrity and completeness of information. Users are responsible for the security and integrity of University information stored on University-owned equipment.

**University Access and Disclosure:** Authorized access to data or information entails both privilege and responsibility, not only for the User, but also for the University. While the University will treat information stored on its equipment as confidential, the University cannot guarantee confidentiality of stored data. Users should be aware that use of one of

the data networks, such as the Internet and electronic mail and messages, will not necessarily remain confidential from third parties outside the University in transit or on the destination computer system, as those data networks are configured to permit fairly easy access to transmissions. However, there is no expectation of privacy or confidentiality for documents and messages stored on University-owned equipment. Additionally, email and data stored on Friends University's network of computers may be accessed by the University for the following purposes:

- create backup copies of media;
- troubleshoot unauthorized access and system misuse;
- retrieve business-related information;
- investigate reports of violation of this policy or local, state or federal law;
- comply with legal requests for information; and/or
- reroute or dispose of undeliverable mail.

Users of electronic mail systems should be aware that, in addition to being subject to authorized access, electronic mail in its present form cannot be secured and is vulnerable to unauthorized access and modification by third parties. The University retains the right to monitor and restrict users for any reason, which degrades performance of the information technology environment. Because of the open nature of the Internet, the University cannot be held responsible for what content the User might encounter. The University reserves the right to inspect electronic mail usage by any person at any time without prior notice as deemed necessary to protect business-related concerns of the University to the full extent not expressly prohibited by applicable statutes.

**Examples of Improper Use:** Though not exhaustive, the following list is provided to emphasize that these activities are NOT allowed on the Friends University networks or computer systems: hacking; unauthorized use of facilities, accounts access codes, privilege, or information; using the Internet for purposes outside of academic, administrative, and research activities; any activity that violates the laws, regulations, and rules, whether federal, state, local or University; willful destruction or damage to computers or data; unauthorized monitoring of communications equipment; violation of network security or attempts to break password restrictions; use of network or computer environment for private enterprise; any use for any private commercial enterprise, monetary gain, or business outside of the University; use of another User's password or any access code; use of electronic mail for the distribution of unsolicited information or advertising; violations of any software licenses or any copyright; violation of any person's or entity's right of privacy; creation or forwarding of chain letters; sending universal or spammed mail; defamation or any conduct that is offensive or threatening to any individual or group; accessing obscene, pornographic, or hate-based material or Web sites; accessing hacker or cracker material or sites; posting, sending, or acquiring sexually-explicit or sexually-oriented material, hate-based material, and hacker-related material; creation, installation or spread of computer virus of any type; attempting system crashes; sharing a User account with another; and unauthorized access to private information or any information belonging to another.

**Improper Use Penalties:** The University retains the right to unilaterally limit access to the information technology environment for improper use or for any other reason. All procedures, hearings, evaluations and investigations are at the discretion of the University and need not be provided in any particular situation. Neither the following subsections

nor this policy grant Users any right to access Friends University computers and network systems under its control or any right to a review by hearing or investigation when the University denies access to its information technology environment.

- Any violation of these policies should be reported to the head of the Information Technology department. If unavailable, report the violation to one of the following: VP of Administration and Finance or the President's Office.
- In the situation of a student violation, the head of Student Affairs will be contacted for possible disciplinary action under these guidelines.
- Friends University recognizes the occasional use of networks and computer systems for personal matters, however this should be limited to no more than 10% of business usage per IRS rules and regulations. In the situation of employee violations, the Office of Human Resources will be contacted.
- Any employee who violates these policies may be subject to discipline, up to and including termination.
- Willful attempts to bypass security will bring immediate and indefinite termination of access to the information technology environment.
- Any User whose use of Friends University computers and network resources has been limited or terminated or has been denied use and desires to have such action reviewed, should make such request in writing to the head of the Information Technology Department.

**Limitation of Liability:** Although the University tries to provide a stable and accurate computing environment, from time to time hardware and/or software errors or errors of other types may arise. The University does not warrant the accuracy of its computers, hardware, software, network, communication systems or any part of it, including documentation, advice or consultation. The University does not guarantee access to the information technology environment. The University shall not be liable for any incidental, consequential or actual damages, even if advised of the possibility thereof. In no event shall the University or any employee or department be liable for the failure to provide access to the information technology environment.

*Technology Requirements of Program Policy:* Students must video-record all clinical sessions and few placement sites provide video recording equipment. Equipment must allow for digital recording of up to 10-12 hours of clinical experience per week that may be secured and protected. Coursework and clinical internship activities require ability for students to submit material and information to online resources. Students must have access to or have computer or device with *Microsoft Word* and Adobe PDF software along with capabilities for internet access. Students must also have access to an internet service provider. Students must also acquire attaché with a secure lock for transporting confidential information and protected video files from placement site to program location.

Students are notified via information night sessions and orientation of additional costs for technology such as the subscription to accreditation management software, *Livetext*. During the preparation for clinical internship, students will receive guided training on use of the software. Students serving in the *Center on Family Living* also receive training on technology utilized for scheduling clients, maintaining records, managing HIPAA compliant standards. Students entering the program are expected to have a basic knowledge and ability in the use of the internet and a working knowledge of word processing documents. Faculty will expect an ability to submit work

in an electronic format. During orientation and the first week of the program, students are afforded training on *Moodle*, the learning environment system utilized to manage courses.

For all students, faculty and staff, a technology help desk is available during normal business hours and technology information may be made available to students on the university website.

*Graduation Policy:* All MSFT program students must complete all required coursework scheduled for the specific cohort with no more than six credits of “C” or less. Clinically, students must complete and display evidence of 1000 hours of experience via program documentation inclusive of 500 hours of professional hours (case notes, staff meetings, consultations, supervision, professional collaboration, case management, etc.) and 500 hours of direct clinical contact (actual time with client(s)). Of the 500 direct clinical contact hours, 200 hours must be relational (two or more individuals in session). Students must also demonstrate 100 hours of supervision of which 50 must individual or dyadic supervision with a program supervisor and 50 must be ‘raw’ data of video or live supervision. Students must complete comprehensive exam at pass rate of 70%, complete Working Model of Therapy project and complete all final key assessments of self and peers as well as all clinical evaluations. Students must have all pre-requisites completed from admission process. Students must also submit an *Intent to Graduate* form to the Office of the Registrar. Students who have not completed the clinical work must enroll in *Extended Supervision* until all clinical requirements are complete.

### *Student Conduct Code*

Students are expected to conduct themselves, whether on or off campus, in a way that will reflect favorably on them and the University. The University reserves the right to deny admission to any applicant, to discontinue the registration of any student or to withhold the degree of any student if, in the opinion of the faculty or University authorities, their personal conduct, disrespect for regulations or attitude toward policies is detrimental to the general welfare of the University community, or their further association is not conducive to the best interests of the student or the University.

The student conduct code has been established by the University to protect its educational purpose, to provide for the orderly conduct of activities, to protect the victims of crime and to safeguard the interests of the University community.

Members of the University community share the same responsibilities of citizenship as other members of the broader community. Students, faculty and staff members are all subject to the same laws and ordinances. The University does not stand between national, state or local law enforcement agencies and persons who violate the law. Persons who violate the law are subject to disciplinary action regardless of the action or inaction of civil authorities

## 310 Student Records

All MSFT personnel across instructional sites are responsible for understanding and abiding by all Friends University policies regarding student records as established by the University Registrar in accordance with the Family Educational Rights and Privacy Act (FERPA). MSFT program directors are responsible for assuring that program personnel are aware of and compliant with current University policies.

1. Program Management of the Student Record – The Student Record contains confidential documents related to academic performance and the clinical internship. Program management of the Student Record is guided by the Office of the Registrar and informed by COAMFTE accreditation guidelines. The Student Record contains information from the time of admission to program completion. This information is utilized by the program to evaluate student progress across three transitional gateways while in the program: admission to the MSFT degree program, entrance into the clinical internship, and completion of MSFT degree program requirements. Because of the confidential nature of the Student Record, the MSFT program will take all necessary precautions to ensure confidentiality and to protect student information. Student Record organization and management occurs as follows:
  - a. The “Student Record” will contain the following two sub-categories: Student Academic Record, and the Student Internship Record. Division of the Student Record into two parts reflects two separate but related areas of student performance: academic and the clinical internship.
  - b. The MSFT Student Record will contain program identified information as listed below.
  - c. Upon program completion, these two separate files will merge and become one record permanently housed out of the Office of the Registrar.
  - d. At the program conclusion of all cohorts, all Student Record information will be surrendered to the Office of the Registrar. The entire Student Record will be electronically scanned and become permanently housed in the Student Information System under the auspice of the Office of the Registrar.
  - e. All LiveText electronic documents related to student academic evaluation, and considered part of the Student Record (specific items identified below), will be permanently housed in this electronic platform.
  - f. All internship information not directly related to academic evaluation will be kept for a minimum of six years upon degree completion as directed by COAMFTE guidelines.
  - g. The MSFT program will have permanent access to the electronic Student Record, as directed by the Office of the Registrar.
2. MSFT Student Record Checklist - MSFT Student Record: Part 1,
  - a. Student Academic Record (Hard Copy)
    - Admissions Checklist
    - Applicant File Review
    - Report of Faculty Interview With Applicant
    - Copy of Transcripts
    - Application for Admission
    - Program Decision Letter
    - Autobiography
    - 16PF
    - Any Correspondence
    - Review of Progress Reports (when applicable)
    - Change of Grade Forms (when applicable)

- Course Extension Forms (when applicable)
  - Term 1 Self Evaluation Review Form
3. MSFT Student Record Checklist: Part 2, Student Internship Record
- a. Entry Into Clinical Internship
- *Term 1 Review of Student Progress*, CTH Appendix 2-1
  - *Term 1 Student Self Evaluation* (The Transformative Journey paper)
  - *Review of Readiness to Begin Supervised Clinical Practice*, CTH Appendix 2-2
    - *Initial Client Contact Plan*, CTH Appendix 2-4
    - *Supervision Contract*, CTH Appendix 4-2
    - *Permission for Release of Information*, CTH Appendix 4-3
- b. Internship Evaluation Document (FMTH 694, FMTH 695, FMTH 696 & FMTH 697)
- Supervision Grade Sheet
  - Community Placement Mentor Narrative Evaluation (CTH Appendix 7-5)
  - Community Placement Professional Skills Evaluation (CTH Appendix 7-6)
  - Professional Hours Report (CTH Appendix 4-7 )
  - *Request for Leave of Absence*, CTH Appendix 5-1 (When applicable)
  - *Notification of Leave of Absence*, CTH Appendix 5-2 (When applicable)
  - *Request for Change in Placement Status*, CTH Appendix 3-3 (When applicable)
  - *Request for Review of Progress in Clinical Internship*, CTH 7-9 (When applicable)
  - *Psychoeducation Services Delivery Plan*, CTH Appendix 6-1 (When applicable)
  - *Community Placement Site Completion Form*, CTH Appendix 8-2 (When Completed)

### 311 MSFT Program Expectations of Students

All program interaction with MSFT students across instructional sites shall carefully and accurately reflect the rigorous nature of the MSFT degree. Given the demanding schedule of having both coursework and clinical training, and the added legal/ethical requirements set by state licensure for public protection, all MSFT program information must work toward full transparency regarding the necessary time demands and personal resources required for successful completion and eventual licensure in this professional field. Related matters that are to be clearly presented to prospective and current MSFT students include the following:

1. Fair and adequate estimates of time commitment for graduate study and clinical training
2. Requirement a Formal Background Check
3. Expectation of active participation in the MSFT cohort learning community
4. The Friends University Academic Honor Code
5. AAMFT Student Membership and full adherence to the AAMFT Code of Ethics
6. Supervisee responsibilities including full adherence to state licensure laws
7. Clinical faculty responsibility for assuring student readiness to provide competent client care
8. Key MSFT student transition points and possible causes for student dismissal
9. University student grievance procedures
10. Faculty responsibility for attestation of student's "merit of the public trust" for licensure

### 312 MSFT Program Student and Governance

The MSFT program at Friends University does not afford student governmental authority of the MSFT Program. Student voice, feedback, input and contribution is highly valued and students may hold leadership positions through service to the Student Advisory Committee and the Delta Kappa Honor Society. The SAC is a mechanism for exchange between program information and student representatives. Delta Kappa is a National Honor Society for Marriage and Family Therapists with its own governance processes and procedures.

### 313 MSFT Program Advisory Bodies

The MSFT program makes use of three quasi-administrative advisory bodies to assist effective program implementation and ongoing improvement. Each MSFT instructional site must form and support both advisory bodies as described below and overseen by the respective instructional site program director.

1. *MSFT Student Advisory Council* – The MSFT Student Advisory Council is a communication and relational conduit between the MSFT program and MSFT graduate students in each site. The Council is comprised of cohort specific representatives who become primary leaders overseeing the community life of students. As such, the overall role of these student leaders is to assist and support the building and sustaining of a vital and robust community life, thereby better ensuring a sense of safety, identity, pride, and loyalty while students in the MSFT program. The primary responsibilities of the Student Advisory Council are as follows:
  - a. To facilitate constructive dialogue between the program faculty and staff and both student cohorts regarding matters contributing to or complicating the learning community environment
  - b. To facilitate positive relationships between the two cohorts and to facilitate dialogue between both cohorts regarding their experience and treatment of one another in the program learning community.
  - c. To encourage and facilitate the second year cohort in offering appropriate leadership, mentoring, and support of the first year cohort
  - d. To provide specific leadership for localized events such as the Annual Recognition and Awards Ceremony in Wichita for the graduating cohort
  - e. To encourage an annual calendar of regular meetings and specified events to accomplish the above responsibilities

Members of the Student Advising Council shall be determined by methodologies selected by the specific site (Kansas City or Wichita) and may include formalized processes such as elections or less formal processes of inviting student participation. The Council minutes are to be published electronically through program resources as jointly selected by the Council and program director.

2. *MSFT program Advisory Board* – The MSFT Advisory Council is established to connect the MSFT program with its key stakeholders in mental health and related professional services for the primary purpose of promoting MSFT program effectiveness. As an external body to the MSFT program, it specifically represents the perspectives of professional contexts in which MSFT graduates are likely to be employed. The relationship between the MSFT Advisory Council and the MSFT program is to be a collaborative and cooperative partnership sharing the common vision to support, sustain, and improve a clinical training program of

excellence in the profession and practice of marriage and family therapy. The primary responsibilities of the MSFT Advisory Council and its members are as follows:

- a. To identify pressing issues and challenges facing mental health service delivery and the implications for educating, training, and preparing new professionals in the field of marriage and family therapy.
- b. To thoroughly understand and assist in the continued shaping of the MSFT program's mission, educational outcomes, academic curriculum, clinical training, resource utilization, and accreditation compliance.
- c. To participate in the periodic review of MSFT program effectiveness data, in order to provide external input regarding observed strengths, limitations, and quality improvement decisions.
- d. To contribute to the bi-annual Council meetings by reading materials given prior to the meetings and engaging in an interactive, collaborative, and lively dialogue on all agenda topics to be discussed.

The MSFT Advisory Council is comprised of 10 to 12 individuals representing important MSFT program stakeholders and other strategic communities of interest. Council membership occurs by MSFT program invitation only. The length of the service term is two years, with a second two-year term option available at the discretion of the council member and the MSFT program Director. Council openings are filled on an as-needed and invitation-only basis. Offices of the Council include chair and secretary. Offices are by election of the Council and are held at the annual fall meeting. The Council meets bi-annually and all minutes are published electronically through MSFT program resources selected by the MSFT program Director.

3. Advisory Council on Program Diversity

The advisory council was established to create an outside review of marketing literature, admission policies, academic policies, learning outcomes, assessment, evaluations, procedures and student experience options which reflect and embody a true spirit of cultural understanding and humility. This group will be selected from alumni and others if available who have expressed an interest in serving in this capacity. Funding exists for two meetings per year with an intended design of one meeting at each instructional site and one meeting per year across both sites utilizing video conferencing. Discussion and recommendations will be forwarded to the MSFT program faculty for discussion and implementation as well as the MSFT Advisory Committee.

## 314 MSFT Program Honor Society and Service Awards

1. Delta Kappa Honor Society: the International Marriage and Family Therapy Honor Society for marriage and family therapists, is an academic and professional institution that provides opportunity for the exchange of ideas related to the development of research, theory, and clinical practice. Marriage and family therapy students are recognized for their academic achievements and mentored through membership in Delta Kappa. Each member of Delta Kappa can be recognized by the gold and red honor cords worn with their regalia today.

Activity in this Honor Society has three primary aims:

- a. Mentoring emerging leaders in the field
  - b. Organizing ongoing scholarly forums on MFT clinical practice
  - c. Recognizing achievements of clinicians and scholars and promoting the profession's contributions within the broader service provider sector
2. Delta Kappa Outstanding Service Award (Wichita) - Each year, a Wichita student who demonstrates significant contribution to the field through involvement in Delta Kappa is given the Delta Kappa Outstanding Service Award. Recipients of this award demonstrate commitment to all three primary aims of the organization and dedicate significant time and energy to promote the profession through public service efforts and within the program through various initiatives of service to students.
  3. Sheldon Louthan Outstanding Student Award: When graduate education began at Friends University in 1986, the faculty of the Masters of Science in Family Therapy and Family Studies degrees chose to institute a student award in honor of Dr. Sheldon Louthan and the vision he brought to Friends University. Each year since, a student in each instructional site has been selected for this award based on their commitment to professional service, their leadership in the class cohort, their academic accomplishment, and their initiative in bringing family therapy services to families. Recipients of the award represent those who: are willing to serve, are dedicated learners, and make a community of learners a better community because of the measure of their work and their presence.

### 315 Additional MSFT Faculty Responsibilities

The MSFT program is subject first of all to all University and Graduate School policies as defined in appropriate University resources. It is the shared responsibility of the MSFT faculty members to be aware of and to comply with these policies as they directly affect faculty responsibilities in general and MSFT faculty tasks in particular.

It is the goal of the MSFT faculty to clearly identify and define all other policies and procedures specific to consistent administration of MSFT program activity in either instruction location. This essentially is the purpose of the MSFT Policy and Procedures Manual, and the content of its six sections. General administrative policies specific to the MSFT program include the following:

1. *MFT professional responsibilities* – MSFT program faculty will assure that MSFT program policies will identify and support the regulatory and ethical responsibilities of the marriage and family therapy profession, including but not limited to the following:
  - a. Assurance that the practicing individual, whether student or licensee, demonstrates personal emotional and behavioral health adequate to offer services to public consumers without compromise or harm
  - b. Assurance that the practicing individual, whether student or licensee, demonstrates personal objectivity toward others with defining characteristics differing from oneself in order to offer services to public consumers without compromise or harm

- c. Attestation that MSFT students demonstrate the twelve specific qualities identified by the State of Kansas as necessary for “meriting the public trust” according to K.A.R. 102-5-1 (m)
  - d. Assurance that MSFT curricular activity and degree requirements will meet State of Kansas regulations for qualified graduate education for LMFT application
  - e. Assurance that MSFT clinical activity and degree requirements will meet State of Kansas regulations for qualified graduate level supervised practice
2. *Profession-directed MSFT program actions* will be organized as follows:
- a. *MFT licensing activity* – MSFT program faculty will respond appropriately to requests by students, alumni, and state licensing bodies for references and other information required for licensure actions
  - b. *MSFT student functioning* – MSFT program faculty will define and abide by published policies regarding legal and ethical professional behaviors applicable to student functioning including processes for student review and dismissal if necessary
  - c. *MSFT faculty functioning* – MSFT program faculty will actively inform University administration of professional requirements and actions to which they are obligated through state licensure
  - d. *MSFT institutional liability* – MSFT program faculty will accurately and aggressively interpret institutional liability accrued by MSFT clinical training to Friends University and advocate for adequate institutional response
3. *MFT professional education and services* beyond MSFT degree requirements offered by MSFT program faculty will be organized as follows:
- a. *MSFT faculty clinical services* – MSFT faculty are expected to be active clinicians offering marriage and family therapy services in order to inform MSFT program instruction, supervision, and development, and will collaborate to develop and abide by policies for such activity that specifically identify such activity as not representing any consumer service or intent on behalf of the MSFT program or Friends University
  - b. *Profession related postgraduate supervision* – MSFT faculty offering postgraduate supervision of practitioners for independent licensure requirements will collaborate to develop and abide by policies for such activity that specifically identify such activity as not representing any consumer service or intent on behalf of the MSFT program or Friends University

## 400 Curriculum

### 401 Introduction

The MSFT program at Friends University is a continuous, 60 credit degree program delivered over a continuous 24 month period organized by cohort. The MSFT program maintains a 60 credit degree as various states, particularly those influenced by other mental health disciplines require a 60 degree program to meet the educational requirements for licensure even for those graduates of a COAMFTE accredited degree. The degree includes a 36 credit *core curriculum* consists of twelve 3 credit courses required to be instructed at both locations. The twelve courses were identified as core following a review of faculty of multiple state educational requirements to best ensure the portability of the degree. The second component of the degree includes 16 hours of clinical training requirements, also required to be delivered at both instructional sites. These courses reflect learning separate from the standard content driven courses in the sequential module design of the program. Two foundational courses training students on foundational skills and crises precede the 16 month clinical internship series. The remaining 8 credits reflect elective courses selected and offered by each instructional site for each specific cohort schedule. The elective courses vary in topic options and credit size to permit special interest and/or expertise of each instructional site to best utilized.

### 402 Curricular Sequencing

To most effectively advance student learning, the curriculum design shall foster a concurrent structure of learning with parallel delivery of core or elective content courses and the clinical training courses. The clinical training courses, particularly the internship series, afford students opportunity to apply in live settings, learning from the content courses. The general sequencing of the curricula intentionally parallels a broad developmental path of student learning. The fall semester of the program introduces students to the profession of Marriage and Family Therapy as a formative step of professional identity. Content courses in the fall utilize theory content to promote student exploration of “Self of the therapist” issues. As students begin the second semester of the program and anticipate the launch of their clinical training, courses prepare students for their ethical responsibilities, capacity for managing crises and legal issues, and develop critical skills of assessment, diagnosis and treatment planning. During the summer semester, students are introduced to classic theories of Marriage and Family therapy for potential “north star” concepts in their work with clients in the internship process. The fall semester of the second year further advances content training in theory with courses in Emotional Focused Theory and Cognitive Behavioral Therapy. Students are also exposed to postmodern approaches to therapy as a contrast to the classic theories of the summer. Concurrently, students in the internship are asked to formulate an initial working model of family therapy for presentation and evaluation at the end of the semester. The content material of the fall ends with an eight week course in diversity. The structure of the postmodern course which advances student understanding of privilege and power is a natural predecessor of the advancing diversity course. The final spring semester introduces students to a series of special topics such as development, violence, stress, sexuality, addiction and the business of Marriage and Family Therapy. The internship series simultaneously endeavors to advance and refine student confidence in their own working model of therapy. The spring and summer semesters provide students with assignments and tasks toward a capstone experience to articulate and defend their interpersonal, theoretical, clinical and multicultural competency as well as to have final key assessments of their learning from multiple sources. The intentional design of the program is to best prepare students on a developmental

process toward the vision of their eventual independent practice as Marriage and Family Therapist.

#### 403 Curricular Components

The MSFT program faculty develop, review and revise the curriculum to promote the training of students toward the four primary competencies of interpersonal, theoretical, clinical and multicultural skill. The early stages of the curriculum include content and tasks to address the interpersonal competency learning for students. The curriculum itself is rich with theoretical content applied in the internship series and synthesized through a capstone project. The internship series and various content courses promote specific clinical skill in the various stages of clinical care from intake, assessment, diagnosis, treatment planning, intervention, evaluation, termination and collaboration with other providers. In addition to the social and cultural diversity course, each course endeavors to address matters of difference. Collectively the curriculum seeks to advance the full scope of the eventual therapist “head, heart, hands and humanity” reflected in the four program goals as well as preparing students for success in post graduate endeavors sitting for the national exam and acquiring a post graduate license in Marriage and Family.

The curriculum also endeavors to cover traditional educational requirements in total credits and specific content common in regulatory application across most states. The MSFT program strives to both promote student learning of specified program goals and ensure maximum options for degree portability upon degree completion.

Review of alumni data, program achievement data, and employer satisfaction data offer the program data regarding need for alteration of the curriculum. Equally, the program endeavors every 5-7 years to conduct a thorough review of the curriculum and need for revision or if a substantive change with the university structure or COAMFTE accreditation would require more immediate corrections.

##### *Portability*

In addition to preparing students for eventual licensure as a Marriage and Family Therapist, it is the intention of the faculty of the MSFT program to offer a degree with the highest level of portability to other states, provinces and settings. The program accreditation by the COAMFTE is an asset in this effort as states such as Kansas relieve applicants for licensure of some educational documentation when applying with a degree with COAMFTE accreditation. Additionally, the MSFT program faculty have reviewed various state licensure laws and regulations and/or have received feedback from alumni of licensure application experiences related to required coursework. While licensure is the domain of an individual state, such feedback from alumni to the MSFT program has led to the design of a curriculum intended to meet all state educational requirements.

#### 404 Key Teaching and Learning Practices

The learning within the MSFT program is guided by two primary pathways, traditional course content and experiential clinical training. The aim of both pathways is the preparation of students for eventual independent practice of Marriage and Family Therapists. The program endeavors for each student to acquire maximum competency in interpersonal capabilities, theory acquisition and application, clinical case management skills and abilities to meaningfully engage diversity with cultural humility and sensitivity. Within the course content component of the program, faculty

and instructors utilize didactic instruction, video display, role play, written assignments, research projects, group presentations, journal tasks, quiz and exams, family related projects and experiential exercises to create learning for students. Within the clinical training domain of the program, students learn to interview for placement locations, review site policies, engage in staff meetings, attend conferences and engage in various duties in the management of specific cases. Primarily, student learning in the clinical training centers upon students providing live psychotherapy to individuals, couples, families or groups or by providing psycho-education to specific populations. Live video record of each clinical experience and specific case presentation to supervisors for feedback, direction and reflection surrounding assessment, diagnosis, treatment planning, crisis assessment, ethical and legal obligations, intervention, evaluation, termination, process dynamics and matters of the therapist functioning all provide learning for students. Capstone experiences are modified each cohort to enhance learning but offer students opportunity to share in oral or written formats demonstrated learning across all four of the program goals.

#### 405 Capstone Project

Program Directors in conjunction with Clinical Directors devise a capstone project strategy for each cohort endeavoring to improve project experiences each year following student experience feedback. The specific goals of the capstone projects are to articulate a final comprehensive gateway experience for students, provide a vehicle for student articulation and evidentiary defense of their learning across the four primary learning goals, and ready students for employment opportunities following the degree completion. Traditionally, capstone projects have included the final articulation and defense of a student working model of theory and a written defense of student interpersonal, theoretical, clinical and multicultural competency. Capstones projects must contain at minimum a written expression of therapy theory and written or oral defense or evidence of student learning regarding professional identity as a Marriage and Family Therapist, interpersonal ability, theoretical competency, clinical skill and multicultural sensitivity. Portfolio displays of learning and outside evaluation of project are preferred elements of the project. Capstone projects are intended to allow for creative expression of student learning within the confines of capstone structure and are not intended to serve as a simple “plug and play” kind of portfolio display. Capstone projects must be approved by the full MSFT faculty and incorporated into the clinical internship series and syllabi. Clinical Directors and Program Directors will ensure all program supervisors are aware of the annual project and the project parameters.

#### 406 Process for Monitoring Student Progress

Student progress is monitored through multiple vehicles. First, student progress is monitored by the administrative staff to ensure students meet requirements for completion of all pre-requisite course and maintain their student membership with the *American Association for Marriage and Family Therapy*. Second, student academic progress, assuming the timely submission of grades by faculty and instructors, is monitored by the office of the *Registrar* to assure student compliance with academic standards of the College of Graduate and Professional Studies. The Registrar provides Program Directors a monthly report of students in the program facing a measure of academic jeopardy allowing an opportunity for program intervention with the student. Third, MSFT program core faculty serve an advisory role to students in the Fall semester and the Spring semester until the launch of the clinical internship. Faculty members seek to provide a fall check in of student progress and a subsequent meeting following the Fall Readiness Review. Advisors meet a third time in the Spring during the placement site selection process and prior to the launch of the clinical experience. Fourth, once students begin their clinical experience,

program individual/dyadic supervisors, during their regular weekly meetings, have opportunity for monitoring student progress. Fifth, each student receives an evaluation of clinical learning at the end of each semester. Any challenges to student progress would be identified in the evaluation process. Sixth, to monitor student progress related to the completion of clinical contact hours and supervision hours, students and program supervisors are provided each week a summary of student clinical contact hours and supervision hours divided by specific categories (e.g. individual, couple or family hours, psycho-education hours, raw data supervision hours etc.). Seventh, each month, during a meeting of clinical faculty, student hours for all students are reviewed and supervisors are invited to offer any particular concerns which may be evident with student progress. Eighth, in the bi-monthly staff meetings, staff and faculty are invited to offer reflection of any student concern evident in the program. Should any student reflect concern regarding their performance or progress, a *Review of Progress* may be scheduled to determine options to remediate a problem or if alternative options must be considered. Finally, it is incumbent upon each student to reflect a professional measure of self-awareness and to notify a supervisor, faculty member, Clinical Director or Program Director if they are concerned with their own progress. It is a sincere value of the program that each student experience due consideration by members of the faculty and staff.

#### 407 Processes for Designing, Approving, Implementing, Reviewing and Changing Curriculum

The MSFT program curriculum reflects the design efforts of the MSFT program core faculty endeavoring to provide a curriculum to students promoting the learning and achievement of program goals and the best educational preparation for student achievement toward independent licensure following the degree completion. Curriculum design considers COAMFTE accreditation standard requirements for content and clinically based learning, traditional coursework expected by state licensure boards to maximize degree portability, expertise and skill sets of core faculty, evolving pedagogy strategies in the field of Marriage and Family Therapy, emerging trends in family therapy research literature, university parameters, options for program delivery and potential market value for prospective student candidates.

The COAMFTE Standards 12 require curriculum to have the following *Foundational Curricular Areas* (FCA):

1. Foundations of Relational/Systemic Practice, Theory & Models (6 Credit Hours)
2. Clinical Treatment with Individuals, Couples and Families (6 Credit Hours)
3. Diverse, Multicultural and/or Underserved Communities (3 Credit Hours)
4. Research and Evaluation (3 Credit Hours)
5. Professional Identity, Law, Ethics and Social Responsibilities (3 Credit Hours)
6. Biopsychosocial Health and Development Across the Lifespan (3 Credit Hours)
7. Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (3 Credit Hours)
8. Contemporary Issues (Must be addressed in curriculum)
9. Community Intersection and Collaboration (Must be addressed in curriculum)

The COAMFTE Standards 12 require curriculum to have the following *Foundational Practice Component* Internship:

1. Total of 500 direct clinical contact hours with individuals, couples or families
2. Minimum 200 relational hours of the 500 direct clinical contact hours
3. Internship must span a minimum of 12 months
4. Maximum 100 hours of alternative hours (reflecting time, couple groups etc.)
5. Minimum of 100 hours of relational/systemic oriented supervision
6. Minimum of 1 hour per week of supervision from AAMFT Approved Supervisor
7. Minimum of 50 hours of “observable data” during supervision
8. Supervision may be individual (one-two students) or group (eight or fewer)

Several opportunities exist for review for curriculum review. The MSFT program faculty meet quarterly to review program data of student experience, alumna data, employer satisfaction data, etc. Quarterly reviews provide opportunity to identify areas of necessary improvement in terms of delivery and/or content to achieve broad program goals. University changes, even to matters such as schedule options, introduce additional moments for curricular review. Curriculum that is relatively unchanged over 5 years may also require review for needed update and revision. When a faculty member, Clinical Director or Program Director determine a need for change, a proposal for change is developed including a rationale, implications to the degree, catalog change, course title nomenclature recommended and a course description(s) created. The proposal begins with discussion and approval by the MSFT program faculty. The proposal is then advanced to the Division of Arts, Education and Science for further review, discussion and approval (or recommend changes). The proposal then advances to the College of Graduate and Professional Studies for review and approval before submission to the Academic Cabinet. The Academic Cabinet is entrusted with the final authority to approve the change or curricular submission. The task of implementation then returns to the MSFT program and is the domain of the Program Director and/or Clinical Director to implement in the next available cohort.

### 408 Curriculum Mapping

It is the responsibility of the Program Directors to create a curriculum map for regular review with the MSFT program faculty linking program goals, principles of marriage and family therapy professionals to courses within the curriculum.

### 409 Syllabus Construction and Course Implementation

The MSFT program has created a syllabus template. The template provides a tab for each course in the curriculum including the elective courses. The template endeavors to identify for each course, the course objectives, IDEA assessment goals, PMFTPs informing course, preferred texts, assessment strategies, *Livetext* links to assessment tools and specific steps for incorporating diversity into learning. This template then provides elements for each instructor in syllabus and course instruction that must be included. The template further generates a curriculum map of where specific outcomes are addressed in the curriculum. Completed syllabi are advanced to the Program Director for approval before implementation

410 Regulatory Alignment

The state of Kansas accepts COAMFTE Accredited programs as meeting the educational, experience and supervision for entry level practice in the state with completed application fees, attestation of merit of public trust and successful completion of the Marriage and Family Therapy National Exam.

411 Community of Interest Alignment

The MSFT program shall consider the needs and interest of the Communities of Interest when revising the curriculum. These communities include but are not limited to:

Communities of Interest

1. *Commission On Accreditation for Marriage and Family Therapy Education*
2. *American Association for Marriage and Family Therapy*
3. *State Regulatory Bodies/Licensure*
4. *MSFT program Alumni.*
5. *Postgraduate Professional Practice Contexts*
6. *Student Clinical Internship Practice Contexts*
7. *MSFT Students*
8. *Friends University*
9. *University Administration*
10. *HLC/AQIP*

## 500 Clinical Training

### 501 Introduction

The MSFT program at Friends University has two primary delivery paths for learning. The first path is reflected in the conceptual learning delivered each week in the classroom setting. The second path for learning, the clinical internship, permits students an opportunity to apply their conceptual learning to live situations and to advance the artistry of their own clinical work. ***The full spectrum of the clinical process at Friends University and the accompanying policies and procedures are articulated in the MSFT program Clinical Training Handbook.*** The full scope of the clinical process exceeds the capacity of the MSFT program core faculty and requires the contributions of program supervisors, placement site supervisors, and program staff to effectively achieve meaningful student learning.

### 502 Clinical Training Personnel Roles

1. *MSFT Faculty* – All full time MSFT faculty provide clinical supervision and serve as primary resources to MSFT clinical students. While specific supervision assignments throughout the clinical internship series designate primary responsibility for clinical student clinical training support, all MSFT program faculty remain fully available to respond to student immediate need. MSFT faculty also fully participate in program implementation of the clinical internship as lead by the MSFT Clinical Director according to the policies and procedures defined in the *Clinical Training Handbook* and the *Center on Family Living Procedure Manual*.
2. *Program Directors* – The primary organizational responsibility of the Program Director is to ensure that program operations carefully and reliably adhere to published institutional and program policies related to supervised professional practice. Such areas of responsibility include, but may not be limited to the following tasks:
  - a. By means of the Friends University faculty contract, the Program Directors have defined institutional authority and final responsibility over the entirety of program operations including supervised professional practice area responsibilities of the MSFT Clinical Director
  - b. Each Program Director will complete annual evaluative performance review of the site Clinical Director areas of responsibility
  - c. Each Program Director has institutional responsibility for budget oversight related to matters of supervised professional practice
  - d. Work collaboratively with the Clinical Directors to ensure the appropriate deployment of the program Assessment Plan within the Clinical Internship series
  - e. The Program Director will act as an advocate for the Clinical Director to obtain needed and necessary resources from appropriate institutional administrative personnel supportive of supervised professional practice areas
  - f. The Program Director will plan and implement the MSFT program annual calendar and outcomes assessment review in areas related to supervised professional practice, in cooperation with the Clinical Director and the assessment coordinator
  - g. Where there is a unresolved conflict impacting program operations, between the Program Director and the Clinical Director, either party may request mediation with the Graduate School chair of the Arts, Education, and Sciences Division and/or Graduate School dean.

3. *Clinical Directors* – The MSFT Clinical Directors in both sites are the primary program faculty responsible for overseeing and directing clinical internship activity as a whole and the MSFT program clinical internship supporting curriculum including the foundation courses and the internship series. The two site Clinical Directors work separately and in tandem to accomplish the complex, demanding, and multi-domain responsibilities of clinical training and related curriculum. Responsibilities of each instructional site Clinical Director include the following:
  - a. Providing primary MSFT faculty leadership to define and implement high program standards related to clinical training, supervision, and professional conduct for program supervisors and graduate interns
  - b. Ensuring all MSFT program supervisors possess and maintain professional credentials necessary for meeting program accreditation standards and legal and ethical practice
  - c. Ensuring that instructional site community placements fully, carefully, and completely adhere to all published MSFT program Internship policies and procedures that reflect institutional, legal, ethical, and accreditation standards
  - d. Ensuring that all published documents related specifically to the internship, clinical training, and related academic curriculum are accurate and reviewed and updated annually
  - e. Ensuring that the *Clinical Training Handbook* policies and procedures are reviewed and updated annually, and fully ready for program presentation by the beginning of the fall term or as determined by the clinical training calendar
  - f. Ensuring the organized delivery of all clinical internship activity as it unfolds across the full experience of each MSFT cohort including pre-internship courses and the clinical internship series
  - g. Ensuring the effective completion of key clinical training related assessments for Transition Gateway Two – Entry into Clinical Internship (Term One Review, Readiness to Begin Supervised Practice, the CTH exam, and Entry Clinical Student Self Evaluation), and for Transition Gateway Three—Program Completion (Working Model of Therapy projects, completion of clinical training requirements)
  - h. Serving as the primary MSFT faculty member related to the clinical foundation courses (FMTH 594 and 522) and Ethics 1 (FMTH 581) with responsibility for course outcomes, assessment, annual review, and instructor readiness
  - i. Serving as the instructor of record for the clinical internship series (FMTH 693, FMTH 694, FMTH 695, FMTH 696 & FMTH 697) with responsibility for reviewing, updating, and distributing final syllabi to all clinical supervisors and students, and overseeing student progress for those that have received a grade of “SP” in accordance with the Program Assessment Plan.
  - j. Serving as the instructor of record for FMTH 691 and 692 with responsibility for supervisory assignments and student progress for those needing to extend beyond the program completion date as published in the clinical training calendar
  - k. Ensuring qualified clinical supervisor readiness to meet each cohort’s clinical training needs including recruitment and orientation to program expectations, the CTH, LiveText rubrics, and the evaluation process
  - l. Completing supervision groups, dyads, and supervisee-program supervisor assignments by schedule and temperament matching
  - m. Ensuring supervisors and clinical students are trained in the use of LiveText as the program standard for weekly supervision readiness, case load management, clinical student assessment, and creation of electronic internship related documents
  - n. Directing and overseeing clinical student Review of Progress to ensure program adherence to published institutional and program policies and profession-specific legal/ethical standards
  - o. Serving as the MSFT faculty member to attend to and help resolve supervisor-supervisee conflicts

- p. Planning, posting, and implementing the annual Clinical Training Calendar for the purpose of organizing the related personnel and resources necessary for effective completion of clinical training tasks
  - q. Planning, organizing, and leading regularly scheduled MSFT Clinical Meetings for program supervisors and support personnel either monthly or as determined by the annual Clinical Training Calendar
  - r. Supervising designated support staff who oversee community intern services, contractual agreements, and placement site development, approval, and review
  - s. Developing qualified supervisors for future MSFT program supervisory needs through a training program for AAMFT Supervision Candidates in which MSFT faculty provide supervision mentoring, staffing, live and raw data supervision availability, and MSFT policy and procedure support
4. *Adjunct Clinical Supervisors* – MSFT full-time faculty cannot provide adequate amounts of clinical supervision for the clinical training cohort sizes of the MSFT program. The adjunct clinical supervisor provides essential service to the MSFT program and Friends University by accepting full responsibility for clinical student training within MSFT program policies and procedures. In order to clarify their significance and value, this section organizes these responsibilities as follows:
- a. MSFT adjunct clinical supervisors are considered Friends University part-time faculty and are expected to fully comply and adhere to the Friends University Faculty Handbook related to matters of professional and personal conduct as representatives of the institution
  - b. MSFT adjunct clinical supervisors, as Friends University part-time faculty, must respond to all institutional policy and procedures related to adjunct faculty involvement and payment agreements
  - c. MSFT adjunct clinical supervisors are to fully and reliably perform responsibilities and duties as described in the Clinical Training Handbook and the Center on Family Living Procedures Manual (Wichita).
  - d. MSFT clinical supervisors develop relationships with MSFT students in general and assigned supervisees in particular that must meet high standards of personal conduct and promote the student's/supervisee's sense of safety, security, and dignity
  - e. MSFT adjunct clinical supervisors are directly accountable to the MSFT Clinical Director and must participate in and receive an annual performance review according to a program-level protocol approved by MSFT program faculty
  - f. MSFT adjunct clinical supervisors are requested to be involved in the annual assessment of program administration, specially related to administrative roles and assignments directed towards the MSFT program's supervised professional practice component
  - g. MSFT clinical supervisors should make every effort to attend all staffing and training events set by the instructional site Clinical Director to support effective program supervision
  - h. MSFT clinical supervisors are responsible to keep all professional credentials current as necessary for approved supervision both legally and by accreditation standards
  - i. When circumstances warrant, the instructional site MSFT Clinical Director can request program review of an MSFT adjunct clinical supervisor with the instructional site MSFT program Director. When such a review is warranted, the adjunct clinical supervisor is expected to attend the review meeting to receive a letter of defined concern. Upon review and conclusion, when a program action is warranted, a detailed plan will be

developed to address the respective situation. All processes will be done in a cooperative and constructive manner in order to restore the adjunct clinical supervisor to any specific program level standard.

- j. Pursuant to published Friends University personnel policy, an instructional site clinical supervisor can be immediately dismissed due to cause

### 503 University Malpractice Coverage for Enrolled MSFT Clinical Students and Supervisors

Friends University purchases medical malpractice coverage covering all activity by all MSFT full-time faculty, staff, students, and volunteers. The University's Finance and Administration area oversees this policy, through a specified person in the Human Resources area. The following details provide important MSFT program information and direction:

1. Student enrollment in the clinical internship series and active MSFT student status provides professional liability coverage for clinical training activities at all sites
2. All covered parties are granted professional liability coverage of \$1 million per occurrence and \$3 million the aggregate
3. Acknowledgement of insurance coverage is provided to all community placement sites via a "Letter of Understanding"
4. The MSFT program Director, in collaboration with each instructional site Clinical Director, must provide an annual update to Friends University Human Resources regarding the number of persons under coverage
5. By request of the University, this policy coverage is to be the only professional liability coverage held by full-time MSFT faculty until notified otherwise

### 504 The *Clinical Training Handbook* and Clinical Internship Policies and Procedures

The *Clinical Training Handbook* (CTH) defines the standards and policies governing the clinical internship component of the MSFT degree. It provides students necessary information for introduction to the clinical internship and the broader arena of professional experience, as well as serving as a procedural reference throughout the clinical training schedule. Faculty, adjunct supervisors, and students enrolled in the MSFT program are required to abide by the policies and procedures in the *Clinical Training Handbook*.

1. *Review and Revision of the Clinical Training Handbook* – The CTH with its respective standards and policies is shared property of all full-time MSFT faculty members. The administrative oversight of the CTH is jointly provided by the two instructional sites' Clinical Directors including leadership in its implementation and ongoing review and revision as follows:
  - a. Each summer, the Wichita and Lenexa Clinical Directors review the current CTH and identify areas of necessary and important revision. This review process incorporates a careful evaluation of all current policies and procedures and incorporates changes as needed to better support the delivery of the clinical internship.
  - b. The draft document is then shared with all other full-time faculty members for consideration and further revision. Once the document has been thoroughly updated and finalized by faculty, it is readied for distribution to the incoming cohort group in August.

- c. Each cohort group then adheres to the policies and procedures published in the *Clinical Training Handbook* assigned to them, which governs their clinical practice for the duration of their time as an MSFT student. The CTH is posted on Moodle and made available to students.
  - d. If a revision is needed after the CTH has been distributed, revisions can be made and distributed at two identified points during the program. The first point is at the beginning of the Spring semester, and the second point is at the conclusion of the summer semester. Unless absolutely necessary, no changes to policies and procedures will be made during a cohort's second program year.
2. *Student Engagement of the Clinical Training Handbook* – Aspects of the policies and procedures contained within the CTH are presented by the instructional site Clinical Director at the following specific points during the first nine months of the program:
- a. In October of the Fall semester, Section 300 of the CTH, Internship in the Placement Site, is reviewed with first year students marking the launch of the placement site matching process. Students are tested over their retention of this information during the same time period.
  - b. In January of the Spring Semester, the Clinical Director or designated MSFT faculty reviews the details of the internship requirements with students as they prepare to move toward entry into supervised clinical practice in April.
  - c. By mid-March of Spring Semester, the Clinical Director presents an exam over the CTH which students must take and pass (with at least 90%) in order to proceed into the internship. Successful completion of the exam is part of the *Review of Readiness to Begin Supervised Clinical Practice*.

## 505 Documentation of Student Internship Activity

This reporting system defined for documenting student internship activity primarily through *LiveText* is described in the *Clinical Training Handbook* including the *Weekly Supervision Report* the *Monthly Report of Client Contact* and the *Professional Hours Report*

Implementation of this reporting system is organized as follows:

1. *Student training and readiness* – On or before the first week of April, the MSFT Clinical Director or designated faculty at each instructional site is responsible for training Term 2 students in use of the *Weekly Supervision Report* including its content, completion, and submission for supervisor review via *LiveText*. Training on use of the *Monthly Supervision Report* must occur by this date or no later than the last week of April.
2. *Clinical supervisor training for weekly supervision documentation* - On or before the first week of April, the MSFT Clinical Director or designated faculty at each instructional site is responsible for training all FMTH 693 program clinical supervisors in use of the *Weekly Supervision Report* including its content, use during the supervisory session, and rubric based assessment via *LiveText*.

3. *Clinical supervisor training for approval of student hours* - On or before the first week of April, the MSFT Clinical Director or designated faculty at each instructional site is responsible for training all FMTH 693 program clinical supervisors in use of the *Monthly Report of Client Contact* as reviewed and assessed via LiveText including the following functions:
  - a. Monthly supervisory review of each clinical student's full clinical caseload and current case status
  - b. Monthly supervisory review of placement site performance and experience including student experience with placement site supervision
  - c. Monthly supervisory review **and approval** of student client contact hours ready for entry into the MSFT program's database providing the official record of student progress toward completion of clinical internship requirements.

Supervisory review and approval of student reported *professional experience hours* occurring at the end of each supervision module (FMTH 694, FMTH 695, FMTH 696, FMTH 697) as a component of supervisory evaluation.

4. *Records for verifying professional conduct* – The MSFT Clinical Director at each instructional site or MSFT program designee is responsible for proper administration of the *Weekly Supervision Report* within *LiveText* including its construction and posting as a weekly assignment across the 62 week internship, its student submission and supervisory review, and its archival as a long-term record of MSFT student and supervisor action on the eight defined legal and ethical concerns.
5. *Records for verifying internship completion* – The MSFT Clinical Director at each instructional site or MSFT program designee is responsible for review of the program's official database of approved student internship hours and verification of student completion of related clinical training requirements. This verification is made to the instructional site's MSFT program Director for the purposes of determining the MSFT student's completion of all degree requirements. The official program database of approved student internship hours will continue to be maintained by the designated MSFT personnel in order to support future requests from licensing boards.

## 506 MSFT Program On-Campus Clinical Services Delivery

The MSFT program requires clinical students to complete supervised professional experience that includes direct delivery of psychotherapy services. These services presently occur within two contexts, being approved offsite community placements and on-campus facilities as presently structured through the Friends University Center on Family Living, located solely in the Wichita instructional site. On-campus clinical service delivery is addressed here with its administration organized as follows:

1. *Purpose of The Center on Family Living* – The 35 year existence of the CFL grows from Friends University's commitment to lifelong learning, family life education, and community service. In 1988, the Center on Family Living also began its function of linking the extensive

professional clinical training activity of the MSFT program with community needs for family life education and therapy service.

2. *Required structure, systems, and oversight* – In order to meet this dual purpose, the Center on Family Living must be structured, organized, and administrated as equivalent to a fully professional psychotherapy service agency meeting standards of care, state regulatory requirements and professional ethical obligations in every aspect of its service delivery. It is the responsibility of the Clinical Director to ensure that such standards are reliably met, and to actively the MSFT program Director in advocating for Friends University leadership awareness and support of the CFL’s functioning.
3. *Responsibility for promoting welfare of Friends University student clients* – The on-campus service offerings of the CFL present an especially important connection to Friends University students. By serving as a mental health resource to the Friends University student body, CFL services must be carefully integrated into the University’s larger approach to responsibly recognizing and meeting its students’ mental health needs. It is the responsibility of the Clinical Director to join the MSFT program Director in an ongoing, active collaboration with Friends University administrative leadership to ensure that such an integration is defined and functional standards are being reliably met.
4. *Limitations of service provision* – By virtue of being a clinical training agency, with all services provided by clinical students under supervision, each instructional site’s MSFT Clinical Director must actively monitor and restrict client service delivery to service provision within the combined competency of the MSFT clinical students, supervisors, and emergency support systems. When necessary, MSFT Clinical Directors must provide leadership for MSFT faculty and clinical supervisors to evaluate such parameters and draft appropriate corrective initiatives.

## 600 Program Assessment

### 601 Introduction

The MSFT program at Friends University endeavors to prepare students for the eventual independent practice of Marriage and Family Therapy by transforming the lives of their students and those they in turn serve. Through experience and review of multiple sources proposing essential competencies couple, marriage and family therapy professionals, the MSFT program at Friends University seeks to transform the head, heart, hands and humanity of students progressing through the MSFT program. Specifically the program strives for student learning and growth reflected by interpersonal, theoretical, clinical and multicultural competency more specifically defined via 16 specific student learning outcomes. Beyond transformative learning, the program further strives for graduates to successfully pass the national exam, acquire independent licensure, acquire satisfactory employment or development of a thriving private practice, maintain membership with AAMFT, contribute to the advancement of the profession and to win the affirmation of colleagues and employers.

Assessment and data review processes are essential in substantiating the program “product” of a transformative learning experience preparing students for licensure and independent practice. Further, an on-going quality improvement process serves all of the program communities of interest and the profession as a whole. The MSFT program assessment process may be considered in three broad domains, assessment of student learning, assessment of program functioning and assessment of program achievement.

### 601 Assessment Plan

The MSFT program identified four primary learning goals reflected through sixteen student learning outcomes based upon a review of the several Principles of Marriage and Family Therapy Professionals. Summative measures have been developed to measure individual and aggregate competency of program students as well as achievement of program alumni. Routine collection and meaningful review of the data and the data collection processes allow for interpretation of the data which may then be forwarded to communities of interest for their consumption and feedback to the processes of data collection and for needed change to the goals and objectives.

The MSFT Program Directors shall develop an Assessment Plan as the programs stated course of action for measuring all elements of student learning as well as program functioning and student achievement. The document shall include operationalized program outcomes, assessment methods and processes, benchmark expectations for outcome measures, a timeline for assessment measure deployment and plans for improvement.

The summer semester is the recommended period of time to update the annual assessment plan for review by faculty in the fall semester and by the advisory committee. It is further recommended that this document is reviewed during quarterly review meetings for potential revisions or alterations.

## 602 Assessment of Student Learning

Sixteen specific Student Learning Objectives (SLOs) of the MSFT program reflect four specific Program Goals derived from multiple sources of Professional Marriage and Family Therapy Principles (PMFTPs) of skill, knowledge and competency prudent for effective practice as a Marriage and Family Therapist. With the approval of MSFT program core faculty, the MSFT program Directors devise a curriculum map identifying the curricular locations specific SLOs are addressed for learning. Course content is often a location for formative measures as concepts particular to SLOs are introduced.

### Aggregate Evidence of Student Learning

The 16 month clinical internship series is a location of measures of all 16 SLOs as students progress through the program (FMTH 693-FMTH 694-FMTH 695-FMTH 696-FMTH 697). Students are evaluated at the conclusion of each term beginning with the conclusion of FMTH 694. Students are assessed utilizing the *Clinical Competency Rubric*, a five point scale assessing exceptional to lacking competencies for each of the sixteen SLOs. At each evaluative point from FMTH 694-FMTH 697, an aggregate cohort score for each of the SLOs is determined. By comparing the aggregate cohort score for each SLO across the four evaluation points, it is believed that an increase in aggregate scores between the FMTH 694 assessment period and the FMTH 697 period will offer evidence of student learning and skill development across each of the sixteen student learning outcomes.

### Key Assessments of Program Goals

A primary effort of the MSFT program is the advancement of student competency with interpersonal, theoretical, clinical and multicultural ability. One measure alone of each competency may prove limiting but an assessment of student competency from multiple sources will likely offer a broader assessment with greater convergent validity.

### *Working Model of Family Therapy*

As part of the clinical internship series, students present to faculty and/or outside evaluators a final working model of therapy reflecting student current theoretical framework(s) informing clinical understanding of presenting problems, assessment, treatment planning and interventions. Students are to offer concepts in theoretically consistent presentation and defend questions by outside evaluators and/or faculty. This assessment captures student capacity to understand theoretical concepts, to demonstrate competency to apply theory and to meaningfully synthesize various theoretical ideas, assumptions and positions into a cogent relational/systemic reflection of their approach to clinical work.

### *Comprehensive Exam*

Faculty develop a comprehensive exam of theoretical models of family therapy, critical contributors and influences such as general system theory upon the field of Marriage and Family Therapy. Intended to function akin to small version of the National MFT exam, the exam is constructed to have five questions for each model of family therapy including a two conceptual recognition questions, two application questions of ideas and one question to distinguish one model from another. The exam totals 75 multiple choice questions. Poorly performing questions

following an item analysis are removed. Student must pass the exam at 70% or complete a remediation process.

### *Jurisprudence Exam*

Faculty develop a jurisprudence exam of professional practice regulations in the state of Kansas. The exam involves 30 questions derived from specific Kansas statute regarding professional code of conduct. The exam is to ensure familiarity with Kansas regulation for clinical practice and to prepare students for jurisprudence exams common in some states requiring evidence of familiarity with state practice law and regulation.

### *Case Assessment and Treatment Plan Project*

Students are provided a single case study with sufficient information and indicators to effectively complete an *Intake and Diagnostic Assessment (IDA)* and a *Clinical Training Plan* articulating treatment goals, objectives and planned interventions to meaningfully engage the case.

### *Interpersonal Competency Evidence Project*

MSFT program faculty strive during the clinical internship series at a time when sufficient clinical hours have been completed (e.g. greater than 350) to create a writing or oral assignment requiring students to defend evidence of their interpersonal competency. Examples may include a paper reflecting research of measures indicating interpersonal competency and evidence of the student competency against such a definition or preparing a portfolio of indicators of such competence.

### *Multicultural Competency Evidence Project*

MSFT program faculty strive during the clinical internship series at a time when sufficient clinical hours have been completed (e.g. greater than 350) to create a writing or oral assignment requiring students to defend evidence of their multicultural competency. Examples may include a paper reflecting research of measures indicating multicultural competency and evidence of the student competency against such a definition or preparing a portfolio of indicators of such competence.

### *Key Assessment Survey*

A survey document allows multiple sources to offer assessment of each student across the four program goals with a continuous variable between 0 and 100 defined as extremely incompetent to extremely competent. The survey is provided to each student to complete as a self-assessment and aided to anonymously assess each peer. The survey is also provided to program faculty, program supervisors, and placement site supervisors. Consequently each student will have a score between 0 and 100 for each program goal by program each instructional site core faculty member, program supervisor, placement site supervisor, cohort peers and a self-assessment. Each student has a mean score across measures for each program goal. The student means may also be aggregated for a cohort mean score of each program goal.

*Program Goal Competency Final Indicators*

The interpersonal competency project is viewed as an indicator of interpersonal aptitude. The working model project and the comprehensive exam are viewed as key assessment indicators of student theoretical competency. The case student project and the jurisprudence projects are indicators of clinical competency. The multicultural project are viewed as indicators of student multicultural ability. Each of these indicators are combined with key assessment survey data each on a 100 point scale. Consequently multiple sources of each primary competency goal offer a standardized score and mean score for each program competency may be determined.

Program Competency	Measures	Mean Score
Interpersonal Competency “Heart”	<ul style="list-style-type: none"> <li>Key Assessment Survey: Core Faculty</li> <li>Key Assessment Survey: Program Supervisor</li> <li>Key Assessment Survey: Placement Supervisor</li> <li>Key Assessment Survey: Self-Assessment</li> <li>Key Assessment Survey: Peer Assessment</li> <li>Interpersonal Project</li> </ul>	<p>Each Measure 0-100</p> <p>Mean IC Key Assessment score is mean of each assessment measure</p>
Theoretical Competency “Head”	<ul style="list-style-type: none"> <li>Key Assessment Survey: Core Faculty</li> <li>Key Assessment Survey: Program Supervisor</li> <li>Key Assessment Survey: Placement Supervisor</li> <li>Key Assessment Survey: Self-Assessment</li> <li>Key Assessment Survey: Peer Assessment</li> <li>Comprehensive Exam</li> <li>Working Model of Therapy Project</li> </ul>	<p>Each Measure 0-100</p> <p>Mean TC Key Assessment score is mean of each assessment measure</p>
Clinical Competency “Hands”	<ul style="list-style-type: none"> <li>Key Assessment Survey: Core Faculty</li> <li>Key Assessment Survey: Program Supervisor</li> <li>Key Assessment Survey: Placement Supervisor</li> <li>Key Assessment Survey: Self-Assessment</li> <li>Key Assessment Survey: Peer Assessment</li> <li>Jurisprudence Exam</li> <li>Case Student (IDA and Treatment Plan)</li> </ul>	<p>Each Measure 0-100</p> <p>Mean CC Key Assessment score is mean of each assessment measure</p>
Multicultural Competency “Humanity”	<ul style="list-style-type: none"> <li>Key Assessment Survey: Core Faculty</li> <li>Key Assessment Survey: Program Supervisor</li> <li>Key Assessment Survey: Placement Supervisor</li> <li>Key Assessment Survey: Self-Assessment</li> <li>Key Assessment Survey: Peer Assessment</li> <li>Multicultural Assignment</li> </ul>	<p>Each Measure 0-100</p> <p>Mean MC Key Assessment score is mean of each assessment measure</p>

In sum, the curriculum map developed by Program Directors and approved by the MSFT faculty charts locations each SLO concept is introduced or advanced and each location has a formative measure of the SLO concept. The Clinical Internship series is a location of measurement of all sixteen SLOs via supervisor evaluation of each student at evaluation point using the clinical competency rubric. It is believed aggregate mean scores for each SLO will improve across the internship experience demonstrating growth in learning and competency across the sixteen SLOs. The four program competency goals reflected by the sixteen SLOs and derived from the PMFTPs are measured with summative measures and key assessments utilizing a quasi multi-method, multi-trait design to assess single variables from multiple sources. A collage of measure, standardized on a single scale offers an aggregate score for each measure and the mean of the aggregate scores offer indicators of student competency relative to the four primary program competency goals. The program benchmarks the mean of each program competency should be above 75 on the 100 point scale. A key assessment mean score below 75 begins to indicate challenges to the collective learning of the cohort relative to the primary program goals.

The key assessment scores are shared with various communities of interest including the *Student Advisory Committee*, the *Advisory Council*, the *Diversity Advisory Committee* and as evidence for the COAMFTE through public display.

## 602 Assessment of Program Functioning

To ensure the highest possible learning environment quality and overall functioning of the MSFT program, various measures are employed to assess the program resources, leadership and processing.

*Program Director Survey:* To assess the position readiness and performance of the Program Directors, students, faculty, staff and university administrators are asked to complete the Program Director Survey. The survey asks respondents to assess the Program Director's interpersonal, theoretical, clinical and multicultural competence, their ability to assure sufficient program resources and feedback on particular strengths and growth points. While the survey is developed by the MSFT program, the implementation and data collection of the survey is managed by the *Office of Institutional Research and Assessment*. Feedback will be provided to the Program Directors and made available for public review.

*Student Therapist Evaluation of MSFT Dyad and Group Supervisor:* At the conclusion of each evaluation period of the clinical training sequence, FMTH 694-FMTH 695-FMTH 696-FMTH 697, students will evaluate their program supervisors (group and dyadic) assessing the learning experience, safety of the supervision environment, usefulness of clinical direction, preparation of the supervision and overall experience. Additionally, the evaluation will ask students to assess their perception of the supervisor's interpersonal, theoretical, clinical and multicultural competency. This data will be reviewed in aggregate form during the Quarterly Review Meetings of MSFT program Faculty. Data of relative to each supervisor will be limited to the Clinical Director and Program Director to monitor the quality of program supervision and to assure sufficiency and quality of supervision.

*Course Evaluations:* Each course of the MSFT program is evaluated via a university course evaluation system utilizing IDEA student evaluation structures for student ratings of instruction. The IDEA system is delivered electronically to students. Aggregate data of student assessment is provided to the Program Directors at the conclusion of each term for review as well as individual performance by part-time faculty instructors. Student ratings for individual core faculty are provided only to faculty.

*Term I/Term IV Survey:* MSFT program students are requested to complete a Term One survey following the completion of their first semester (note: term is a term from a former calendar system) assessing satisfaction with university mission and environment, support services, facilities, curriculum, course content, instructors, texts, syllabi, time demands, clinical training, Program Director and Clinical Director, Center on Family Living and staff helpfulness. The survey is again administered at the end of the final semester in the program. Data is reviewed by MSFT program Directors and faculty to assess functioning of human and physical resources supporting the program as well as overall functioning. Feedback is also shared with the Student Advisory Committee and Advisory Board for comment and feedback.

*Annual Alumni Survey:* Each December, the MSFT program surveys all MSFT program alumna who have graduated from the program for a minimum of the previous 10 years and endeavors to maintain a database of alumni accomplishment. In addition to exam, licensure and employment

questions, alumna are asked to assess their satisfaction with various human and physical resources available to the program to support learning for each of the four primary program goals. Data is reviewed by MSFT program Directors and faculty to assess functioning of human and physical resources supporting the program as well as overall functioning. Feedback is also shared with the Student Advisory Committee and Advisory Board for comment and feedback.

*Noel-Levitz Adult Student Priorities Survey:* This instrument is a national measures of student satisfaction with student experiences such as academic advising, campus climate, campus support services, concern for the individual, instructional effectiveness, admission and financial aid effectiveness, registration effectiveness, responsiveness to diverse populations, safety and security, service excellence and student centeredness. This data offers comparison of student experience to national norms

### 603 Assessment of Student Progress

The MSFT program identifies five transition gateways that encompass student-program interaction between arbitrary starting and ending points, described as follows. Each transition gateway serves as a key assessment point for determining student progress and/or program effectiveness.

- Gateway One: Admission to the MSFT degree program
- Gateway Two: Entrance into the Clinical Internship
- Gateway Three: Completion of MSFT degree program requirements
- Gateway Four: Professional credentialing, including passing the *National Examination of Marriage and Family Therapy* and initial state licensure
- Gateway Five: Practice as an independently licensed marriage and family therapist

#### Gateway One: Admission

To the degree possible, student and faculty assessment endeavors to center on the “head, heart, hands and humanity” of the marriage and family therapist. With a program mission to meaningfully transform student lives toward greater interpersonal, theoretical, clinical, and multicultural in preparation for independent practice, it the assumption of the MSFT program admission criteria assess student readiness for graduate training and basic interpersonal skill, academic readiness, clinical familiarity and capacity for meaningful engagement with difference. Students seeking admission to the MSFT Program at Friends

In a quasi multi-method, multi-trait assessment of student readiness, a collage of assessments (autobiography, letters of reference, transcripts, faculty interviews, writing exercise and group exercises) offer indicators of student readiness in the four primary areas of competency central to the MSFT program.

<b>Friends University MSFT Program Admission Indicators</b>				
	<b>Interpersonal Comp</b>	<b>Academic Competency</b>	<b>Clinical Experience</b>	<b>Multicultural Competency</b>
Autobiography	X	X	X	X
References	X	X		
Transcripts		X		
Faculty Interview	X	X	X	X
Writing Exercise		X		X
Group Exercise-Self Assessment	X	X		X
Group Exercise-Peer Assessment	X	X		X
Group Exercise-Staff Assessment	X	X		X

Scores for each element of the autobiography, transcript, interviews, writing assignment, and group exercises are combined to offer a general index of each student’s skill sets for interpersonal, academic, clinical and multicultural experience or readiness and a total score reflective of the multiple perspectives informing the assessments. The collage of data for each student offers a final index allowing for applicants to be ranked in perceived overall ability. Future efforts of the program will be to utilize application data measure with outcome measures of student performance to identify the best predictors of student success.

**Gateway Two: Entrance into Clinical Internship**

Faculty efforts to assure student readiness for clinical internship again endeavors to consider interpersonal, academic, clinical and multicultural variables. Indicators include Faculty Global Assessments of Student Functioning, Grade Point Average, course grades, a transformative journey project, peer assessment, student self-assessment, clinical exposure exercise scores, faculty evaluations, completion of admissions provisions, clinical training handbook, Clinical Services Coordinator Interview and completion of placement site material.

<b>Friends University MSFT Program Readiness to Begin Internship Indicators</b>				
	<b>Interpersonal Comp</b>	<b>Academic Competency</b>	<b>Clinical Experience</b>	<b>Multicultural Competency</b>
Complete Admissions Material		X		
Accumulative Grade Point Average		X		
Faculty Global Assessment of Student Functioning	X	X	X	X
FMTH 503 Clinical Exposure Ex	X			
FMTH 522 Clinical Exposure Ex				
FMTH 594 Faculty Evaluation	X	X	X	X
FMTH 522 Faculty Evaluation	X		X	X
Peer Assessment	X			X
AAMFT Student Membership			X	
Placement Selection Questionnaire			X	
Clinical Training Handbook Exam			X	
Clinical Service Coord. Interviews	X			

Placement Site Matching			X	
-------------------------	--	--	---	--

Gateway Three: Completion of MFT Degree

Section 601 identifies the key and summative assessment utilized to measure student learning across the four program goals for learning. Student must complete 1000 hours of experience including 500 hours of direct clinical contact inclusive of 200 hour of supervision. Students must also complete 100 hours of supervision of which 50 hours must be “raw” observable data and 50 hours must be in individual or dyadic format. Students must have successfully terminated their placement site locations with all appropriate steps for terminating at placement site outlined in the Clinical Training Handbook. Students must also have successfully completed the Comprehensive exam and passed at 70%, completed all course requirements for all courses and have completed a letter of intent to graduate. The successful completion of all program requirements by the scheduled completion date and the lack of need for enrollment in FMTH 691/FMTH 692 extended supervision defines an on-time graduation date. The MSFT program monitors on-time graduation as well as degrees completion within the maximum five year window.

Gateway Four: Professional credentialing, including passing the *National Examination of Marriage and Family Therapy* and initial state licensure

MSFT program students transition to alums and begin their initial pursuit of licensure as a Marriage and Family Therapist. The MSFT programs endeavors to remain in contact with program alums for at least 10 years following their cohort completion. Annually, the MSFT program submits a request to program alums seeking updated information related to their efforts to sit for and pass the national exam as well as their pursuit off initial state licensure.

Gateway Five: Practice as an independently licensed marriage and family therapist

The Annual Alumni Survey asks each alum to offer their current licensure status and to identify their professional activities related to their profession.

Progression Data

The MSFT program charts the progression rates of perspective student through eventual licensure to determine the percentage of complete applications who were admitted, those who were admitted, those who finished the program, those who sat for the exam and those who eventually were independently licensed. This data is reviewed as part of the quarterly review calendar

604 [Data Review Processes](#)

Since the quality of assessment data is subject to numerous influences, MSFT faculty must collaborate to specifically consider the implications of the collected data and to continually improve data quality across all assessment areas. This activity involves MSFT faculty in continuing learning about such matters as rubric development and use, curriculum mapping and key assessment performance, test item development, aggregate data collection and analysis, and qualitative data review.

The MSFT faculty meet four times per year to review and interpret collected data and to consider needs for improved data collection quality. The recommend schedule is as follows:

Quarterly Review	Purpose	Assessment Activities
<p><b>QR 1: February</b></p>	<ul style="list-style-type: none"> <li>• Review FMTH 695 internship data</li> <li>• <i>Annual COAMFTE Student Achievement Data</i></li> <li>• Term I Data Review</li> <li>• Syllabus Template Updates</li> <li>• Exam pass rate</li> <li>• Licensure rate</li> <li>• AAMFT membership rate</li> <li>• Evaluate stakeholder input and program revisions</li> <li>• Planning and Goal Development</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Alumna Survey</li> <li>• Term I Survey</li> </ul>
<p><b>QR 2: May</b></p>	<ul style="list-style-type: none"> <li>• Employment data</li> <li>• Review GW1 and GW2 process                             <ul style="list-style-type: none"> <li>○ Admission form review</li> <li>○ Admission data process review</li> <li>○ Internship Readiness Process Review</li> </ul> </li> <li>• Employment data</li> <li>• Prep for CTH Update</li> <li>• Prep for Policy and Procedure Handbook Update</li> <li>• Academic Year End Data Summary Report</li> </ul>	<ul style="list-style-type: none"> <li>• Employer Satisfaction Survey</li> <li>• Comprehensive Exam</li> </ul>
<p><b>QR 3: September</b></p>	<ul style="list-style-type: none"> <li>• Academic Year Work Plan Report</li> <li>• Key Assessment Review</li> <li>• Working Model Review</li> <li>• Term IV Data Review</li> <li>• Graduation Data</li> <li>• Program Director Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Term IV Survey</li> <li>• Key Assessment Data</li> <li>• Progression Data Rates</li> <li>• Program Director Survey</li> <li>• FMTH 696/697 Supervisor Assessments</li> </ul>
<p><b>QR 4: December</b></p>	<ul style="list-style-type: none"> <li>• Review Program Goal and SLO data</li> <li>• Set Benchmarks for Program Goals</li> <li>• Review Communities of Interest Feedback Loops</li> </ul>	<ul style="list-style-type: none"> <li>• Key Assessment Data</li> </ul>

605 [Communities of Interest](#)

The Quarterly Reviews of Data aid the MSFT Program faculty in shaping meaning of program data collection. To best facilitate an effective quality assurance cycle of change, the data as well as the interpretation are best shared with communities of interest. Different data points may be of variant interest to different communities. The Program Directors are recommended to produce a data summary for the academic year along with narrative contextualizing the data for public presentation via Web, *Livetext* or Moodle. The data will also be shared with the Student Advisory Committee, Advisory Board and the Diversity Advisory Board. It is further recommend such a data report is shared with contact members of the Behavioral Science Regulatory Board.



## 700 Diversity

### 701 Program Definition of Diversity

The mission statement of Friends University identifies the university as a Christian University of a Quaker heritage. A central tenant of the Quaker approach to the human experience is a belief that each human being is of unique worth. Consequently, Quakers actively seek to improve the world through concern of human rights, social justice, peace, freedom of conscience and community life. The values of the Quaker heritage influence the MSFT program to continually seek to advance a commitment to include multiple expression of difference with regard to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious and spiritual practice, and nation of origin among the student population, core faculty, supervisors, and adjunct faculty. Further, the program desires to advance the experience of all students, faculty and staff to be an inclusive climate of safety and include issues of diversity as a central thread of all training.

### 701 Diversity Advisory Committee

The MSFT Program shall include a Diversity Advisory Committee inclusive of marginalized voices ideally involving but limited to program alumni, students, staff and faculty to develop, recommend, promote and assist with policies to measure, review and revise procedures in the full breadth of the program experience to ensure improvements to promote an inclusive environment of safety. Domains for consideration include but are not limited to

- Fair and just admission processes
- Fair and just course evaluation processes
- Fair and just clinical placement processes
- Fair and just clinical evaluation processes
- Mechanisms to ensure an inclusive environment for free expression
- Mechanisms for safely reporting experiences of felt injustices
- Mechanisms to accurately assess the cultural diversity and environment of inclusion
- Processes for increasing student, staff, supervisor and faculty awareness of difference and processes for improving cultural humility

### 702 Processes for Assessing a Safe Climate

The MSFT program currently collects data of student satisfaction at the conclusion of the fall semester and again at the end of the program to address student experience. Alumni data also requests feedback from alumni regarding the student experience. The Student Advisory Committee may prove another source for reporting experiential data. Review of these data points at their appointed time offer indicators of the student environment.

703 Processes for Maintaining a Safe Climate

Friends University affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. Discrimination or harassment experiences are subject to resolution using the Friends University's Grievance Process. The Grievance Process is applicable regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators, and/or staff. Friends University reserves the right to act on incidents occurring on-campus or off-campus, when the off-campus conduct could have an on-campus impact or impact on the educational mission of Friends University.

## 800 Summary of Central Program Documents

### 801 Program Documents

*Annual Placement Site Development Plan:* This plan is created by the Community Services Coordinator in conjunction with the Clinical Director outlining goals and steps to assess placement site functioning and efficacy to the program, plans for developing alternative placement locations, assuring sufficient sites for the anticipated student load, updates on placement site letters of understanding, calendar of events during academic year and additional data outlining annual work of the CSC.

*Assessment Plan:* The MSFT Program Directors shall develop an Assessment Plan as the programs stated course of action for measuring all elements of student learning as well as program functioning and student achievement. The document shall include operationalized program outcomes, assessment methods and processes, benchmark expectations for outcome measures, a timeline for assessment measure deployment and plans for improvement. The summer semester is the recommended period of time to update the annual assessment plan for review by faculty in the fall semester and by the advisory committee. It is further recommended that this document is reviewed during quarterly review meetings for potential revisions or alterations

*Clinical Training Handbook:* This document is developed by the Clinical Directors. The CTH is the primary handbook of all policies and procedures associated with the entirety of the Clinical Training Handbook. Should unintended discrepancies exist between the CTH and the Program Policy and Procedure Handbook related to Clinical Training, the CTH shall be the primary authority. It is recommended the CTH be reviewed and updated during the summer semester for presentation to students in the fall semester.

*Cohort Schedule:* The Program Directors shall prepare a Cohort Schedule, preferably in the early fall for advancement to the Financial Aid office and other university administrators for approval. This calendar outlining the cohort curriculum shall be displayed in a week by week format.

*Syllabus Template:* The Program Directors shall oversee the Syllabus Template, a document developed in Microsoft Excel and stored on a shared program drive. The template outlines required Course objectives, Principle of Marriage and Family Therapists, Student Learning Outcomes, Assessment plans for the course consistent with the Program Assessment Plan, Livetext rubrics utilized and other course data for inclusion on the syllabus for each course.

## **900 Policy and Procedure Handbook Alterations and Updates**

The essential endeavor of the Policy and Procedure Handbook is the articulation of essential mission and goals of the MSFT Program at Friends University along with the policies and procedures to support the mission and goals of the program. The dynamics and contexts of an evolving program embedded in multiple systems such as the MSFT program at Friends University will require a capacity to adjust as needed.

It is not the domain or purview of the MSFT program to alter university derived policies except to follow university procedures for policies or procedures standing as an obstacle to the mission of the program. Program determine procedures however, may require adjustment. MSFT Program Directors may with the approval of the MSFT Program Faculty alter procedures or specific program policies to best serve the program. Addendums will be added to the handbook and dated with a context for change and incorporated into to future handbook editions.

### **Addendum**

As part of the *Commission on Accreditation for Marriage and Family Therapy*. (COAMFTE) accreditation cycle, the MSFT Program begins the renewal process with a letter of eligibility submitted to the COAMFTE. In December of 2016, the MSFT program was notified of deficiencies in some of the MSFT Program policies. In March of 2017, per the update policy 900 of the *MSFT Program Policy and Procedure Handbook*, policies were updated and will be included in future policy and procedure handbook editions

#### **Antidiscrimination Policy (Revised 6/5/17)**

Regarding the recruitment of students, admission of students, codes of conduct, hiring of faculty and staff, retention of students, or dismissal of students, faculty, and supervisors or other relevant educators and/or staff, the Master of Science in Family Therapy program acts without regard to race, sex, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religion and spiritual beliefs and/or affiliation, and/or national origin.

#### **Authenticity of Student Work Policy (Revised 3/30/17)**

To assure the integrity of student work, the MSFT program follows all university procedures for reporting and responding to acts of plagiarism or other aspects of academic fraud. In addition, the MSFT program will periodically submit students' papers to the *Turnitin* software as an effort to identify student plagiarism. Results of submissions will be presented to faculty in annual report and any student identified as plagiarizing material shall be subject to university related to academic dishonesty.

Plagiarism is defined as the use of another's written work without proper citation, including borrowing of an idea or phrase or para-phrasing of material without proper citation; b) use of another student's work in any form; c) the purchase and/or use of a paper or assignment written by someone other than the student. When a professor/instructor determines a violation of the honor code has occurred, h/she takes the following actions:

1. Complete Section One of the Academic Integrity Incident Report Form.
2. Notify the Division Chair/Program Director of incident by sending a copy of the completed Academic Integrity Incident Report Form, Section One.
3. Division Chair/Program Director will contact the Office of the University Registrar to check for prior academic honor code violations.

If the student has no prior documented violations:

1. Professor/instructor meets with the student to discuss the problem.
2. Student can admit the violation and accept the sanction determined by the professor/instructor.
3. If student accepts sanction, professor/instructor and student sign Section Two of the Academic Integrity Incident Form and forward form to the Office of the University Registrar with supporting documentation.
4. If student does not accept sanction, Section Two of the Academic Integrity Incident Form is completed, signed and the matter is referred to the Division Chair/Program Director for resolution.
5. If the matter is not resolved with the Division Chair/Program Director; Section Three of the Academic Integrity Incident Form is completed, signed and the matter is referred to the Dean of

the College who reviews the case and refers the matter with comment to the Academic Integrity Board for resolution.

If the student has prior documented violations:

1. All second time (or greater) offenses are referred directly to the Academic Integrity Board.
2. The Board conducts a hearing and adjudicates the matter.

All completed Academic Integrity Incident Forms, supporting documentation, hearing documentation and materials are retained by the Office of the University Registrar. Record documentation is appended to educational records (as defined by FERPA) as deemed necessary and appropriate.

### **Degree Portability Information (3/30/17)**

In addition to preparing students for eventual licensure as a Marriage and Family Therapist, it is the intention of the faculty of the MSFT program to offer a degree with the highest level of portability to other states, provinces and settings. The program accreditation by the COAMFTE is an asset in this effort as states such as Kansas relieve applicants for licensure of some educational documentation when applying with a degree with COAMFTE accreditation. Additionally, the MSFT program faculty have reviewed various state licensure laws and regulations and/or have received feedback from alumni of licensure application experiences related to required coursework. While licensure is the domain of an individual state, such feedback from alumni to the MSFT program has led to the design of a curriculum intended to meet all state educational requirements.

Portability information is presented to prospective students during each information event. Students are also provided with portability information and resources during Orientation and at various times throughout the program. During information events and orientation, students are advised that states may vary in terms of licensure requirements and the responsibility is incumbent on the student to be aware that state regulations may change from year to year.

FMTM 697 is designed to help students with awareness of licensure laws and students are encouraged to consult with the regulatory board of the state in which they are interested. Students are directed to resources through AMFTRB ([www.amftrb.org](http://www.amftrb.org)) and a state comparison chart is accessible via the LiveText MSFT Program Portfolio and the MSFT Program Moodle Shell.

### **Technical Training Policy (Revised 3/30/17)**

Students, Supervisors, and Faculty are trained in the use of technology and learning management systems throughout the course of the program. Students are introduced to Moodle during orientation night and expected to complete Moodle introductory training modules prior to beginning the first week of class. MSFT part-time supervisors and faculty are on-boarded by the Program and Clinical Directors and are trained in the use of *Moodle* and *LiveText* as part of the on-boarding process. Students and supervisors receive additional *LiveText* training during Spring II prior to the start of internship.

Wichita students are trained in use of Titanium (Center on Family Living file management software) during the first internship course.

**Program Defined Sufficiency: Fiscal, Physical, Instructional, Clinical and Faculty (Revised 1/29/19)**

Fiscal, Physical, Instructional and Clinical resource sufficiency will be defined by the program’s ability to achieve the program’s goals and student learning outcomes. Faculty sufficiency will be defined by faculty’s ability to meet the program’s mission, goals and student learning outcomes. The Term I/Term IV Survey, Program Director Survey and Alumni Survey all serve as mechanisms for collecting data to determine sufficiency for Fiscal, Physical, Instructional and Clinical Resources. Aggregate cohort means of 70% of utilized assessment scales (e.g. 3.5 out of 5, 70 out of 100, etc.) meet the threshold of sufficiency. Scores that trend below 70% are tagged for potential feedback indicating insufficiency. These scores will be tagged for further monitoring, exploring the context, problem solving, and potential action.

Sufficiency criteria from the Term I/IV Survey, Program Director Survey and Alumni Survey have been organized through the Primary Learning Goals. If criterion scores trend above 70%, it is assumed that there are sufficient resources to achieve each Primary Learning Goal and Student Learning Outcomes.

Primary Learning Goal	Criteria for Meeting Sufficiency	Primary Learning Goal	Criteria for Meeting Sufficiency
<b>Interpersonal Competency</b>	<p><i>Term One/Term Four</i></p> <ul style="list-style-type: none"> <li>MSFT Program activities have adequate space</li> <li>Classrooms are well equipped for instruction</li> <li>University facilities are well maintained</li> <li>Faculty engage the university mission</li> <li>Faculty are competent MFT professionals</li> <li>Faculty are effective classroom instructors</li> <li>Faculty generate positive faculty-student connections</li> <li>Faculty deliver high quality instruction</li> <li>Full and part time faculty engage students respectfully</li> <li>Full and part time faculty create positive learning environments</li> <li>Full and part time faculty are accessible to students</li> </ul> <p><i>Alumni Survey</i></p> <ul style="list-style-type: none"> <li>Sufficient classroom environment</li> <li>Sufficient technological resources</li> <li>Sufficient resources for supporting part time instructors</li> <li>Sufficient resources for part faculty quality</li> <li>Sufficient resources for administrative assistance</li> <li>Sufficient resources to support interpersonal competency development of students</li> </ul> <p><i>Program Director Survey</i></p> <ul style="list-style-type: none"> <li>The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.</li> <li>The PD assures that MSFT Program has sufficient human resources</li> <li>The PD assures use of competent part-time faculty.</li> <li>The PD provides quality oversight of the facilities</li> </ul>	<b>Clinical Competency</b>	<p><i>Term One/Term Four</i></p> <ul style="list-style-type: none"> <li>MSFT Program activities have adequate space</li> <li>Computer labs are adequate</li> <li>Classrooms are well equipped for instruction</li> <li>University facilities are well maintained</li> <li>Faculty engage the university mission</li> <li>Faculty are competent MFT professionals</li> <li>Faculty are effective classroom instructors</li> <li>Faculty generate positive faculty-student connections</li> <li>Faculty deliver high quality instruction</li> <li>Full and part time faculty engage students respectfully</li> <li>Full and part time faculty create positive learning environments</li> <li>Full and part time faculty are accessible to students</li> </ul> <p><i>Alumni Survey</i></p> <ul style="list-style-type: none"> <li>Sufficient classroom environment</li> <li>Sufficient space for supervision</li> <li>Sufficient technological resources</li> <li>Sufficient resources for supporting part time instructors</li> <li>Sufficient resources for part faculty quality</li> <li>Sufficient resources for administrative assistance</li> <li>Sufficient resources to support clinical competency development of students</li> </ul> <p><i>Program Director Survey</i></p> <ul style="list-style-type: none"> <li>The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.</li> <li>The PD assures that MSFT Program has sufficient human resources</li> <li>The PD assures use of competent part-time faculty.</li> <li>The PD assures use of competent Program Supervisors</li> <li>The PD provides quality oversight of the clinical training</li> <li>The PD provides quality oversight of the facilities</li> </ul>

## MSFT Program Policy and Procedure Handbook

---

Primary Learning Goal	Criteria for Meeting Sufficiency	Primary Learning Goal	Criteria for Meeting Sufficiency
<b>Theoretical Competency</b>	<p><i>Term One/Term Four</i></p> <ul style="list-style-type: none"> <li>• MSFT Program activities have adequate space</li> <li>• Classrooms are well equipped for instruction</li> <li>• University facilities are well maintained</li> <li>• Faculty engage the university mission</li> <li>• Faculty are competent MFT professionals</li> <li>• Faculty are effective classroom instructors</li> <li>• Faculty generate positive faculty-student connections</li> <li>• Faculty deliver high quality instruction</li> <li>• Full and part time faculty engage students respectfully</li> <li>• Full and part time faculty create positive learning environments</li> <li>• Full and part time faculty are accessible to students</li> </ul> <p><i>Alumni Survey</i></p> <ul style="list-style-type: none"> <li>• Sufficient classroom environment</li> <li>• Sufficient technological resources</li> <li>• Sufficient resources for supporting part time instructors</li> <li>• Sufficient resources for part faculty quality</li> <li>• Sufficient resources for administrative assistance</li> <li>• Sufficient resources to support theoretical competency development of students</li> </ul> <p><i>Program Director Survey</i></p> <ul style="list-style-type: none"> <li>• The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.</li> <li>• The PD assures that MSFT Program has sufficient human resources</li> <li>• The PD assures use of competent part-time faculty.</li> <li>• The PD provides quality oversight of the facilities</li> </ul>	<b>Multicultural Competency</b>	<p><i>Term One/Term Four</i></p> <ul style="list-style-type: none"> <li>• MSFT Program activities have adequate space</li> <li>• Computer labs are adequate</li> <li>• Classrooms are well equipped for instruction</li> <li>• University facilities are well maintained</li> <li>• Faculty engage the university mission</li> <li>• Faculty are competent MFT professionals</li> <li>• Faculty are effective classroom instructors</li> <li>• Faculty generate positive faculty-student connections</li> <li>• Faculty deliver high quality instruction</li> <li>• Full and part time faculty engage students respectfully</li> <li>• Full and part time faculty create positive learning environments</li> <li>• Full and part time faculty are accessible to students</li> </ul> <p><i>Alumni Survey</i></p> <ul style="list-style-type: none"> <li>• Sufficient classroom environment</li> <li>• Sufficient space for supervision</li> <li>• Sufficient technological resources</li> <li>• Sufficient resources for supporting part time instructors</li> <li>• Sufficient resources for part faculty quality</li> <li>• Sufficient resources for administrative assistance</li> <li>• Sufficient resources to support multicultural competency development of students</li> </ul> <p><i>Program Director Survey</i></p> <ul style="list-style-type: none"> <li>• The PD demonstrates efforts to ensure that the MSFT Program has sufficient physical resources.</li> <li>• The PD assures that MSFT Program has sufficient human resources</li> <li>• The PD assures use of competent part-time faculty.</li> <li>• The PD provides quality oversight of the facilities</li> </ul>

# APPENDIX K

# Friends University

## MSFT Program

COAMFTE Stipulation Response

### APPENDIX K

The following is an extract from the Program Graduate Survey. This survey is still currently open. There are several questions asked of program graduates and the following are the two specifically added to the overall survey in response to the COAMFTE stipulation. The two questions ask program graduates specifically to rate Program Director effectiveness and Program Faculty Effectiveness for each of the 16 SLO's, the 4 primary learning goals, and in meeting the mission of the Program. This data will be reviewed in the Spring Quarterly Review in conjunction with *Term One* data and later with the Program Director Survey.

## 2019 Alumni Survey

---

### Start of Block: Default Question Block

Q1

Welcome to the Friends University MSFT Program Alumna Survey

Each year, the MSFT Program at Friends University endeavors to contact as many of our program graduates as possible in an effort to learn more about their professional life after the program as well as to obtain their feedback about their experience. This data is critical for both our COAMFTE accreditation efforts and for the on-going efforts to continually improve the MSFT Program. On behalf of all the faculty and staff at Friends University's MSFT Program, may we ask you to please complete the following survey. Data collected from this survey is only shared in aggregate form. Your candid responses are most appreciated. Thank you in advance for your assistance in completing this information.

Rebecca Culver-Turner, Ph.D., LCMFT  
MSFT Program Director- Wichita

Christopher Habben, Ph.D., LCMFT  
Program Director - Kansas City

Q48

**Looking through the lens of your post graduate experience, please indicate the level of effectiveness the Program Director had in student achievement/learning regarding:**

Extremely  
Ineffective

Neutral

Extremely  
Effective

0 10 20 30 40 50 60 70 80 90 100

# Friends University

## MSFT Program

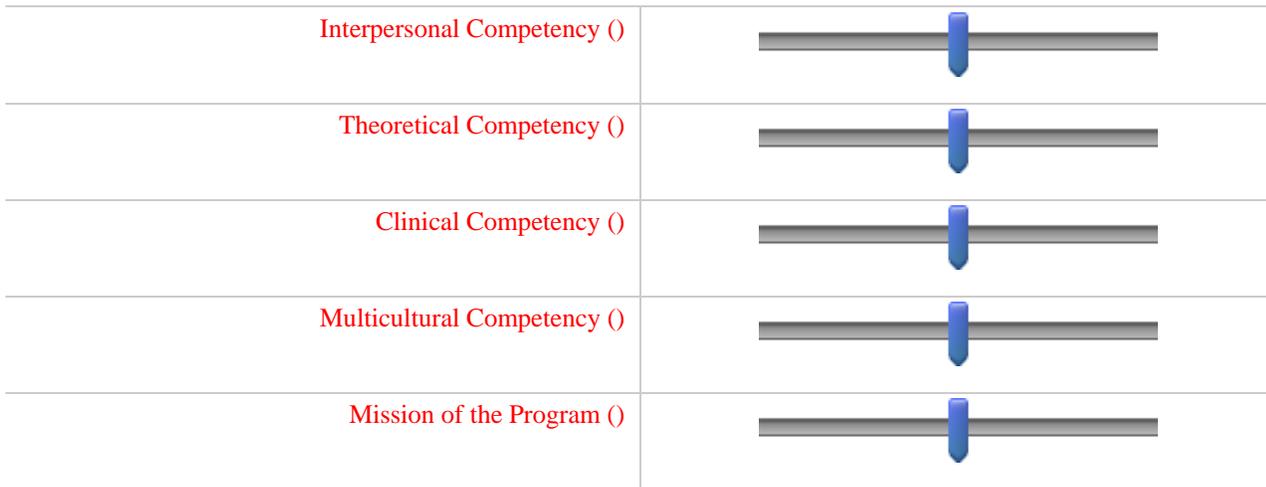
### COAMFTE Stipulation Response

Awareness & regulation of self emotion ()	
Awareness and regulation of self in interaction ()	
Ability to promote therapeutic alliance ()	
Ability to utilize therapeutic alliance constructively ()	
Understanding of relevant conceptual knowledge ()	
Application of relevant conceptual knowledge ()	
Synthesizing multiple conceptual frameworks ()	
Initiate and assess treatment needs ()	
Plan research/theory informed intervention ()	
Facilitate research/theory informed intervention ()	
Evaluate progress and conclude treatment ()	
Utilize supervision/Professional collaboration ()	
Follow legal, ethical and professional standards ()	
Recognition of contextual dynamics ()	
Constructive response to difference ()	
Respect and sensitivity to cultural difference ()	

# Friends University

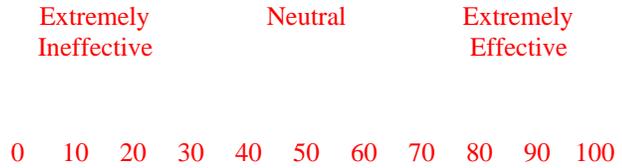
## MSFT Program

### COAMFTE Stipulation Response



Q50

Looking through the lens of your post graduate experience, please indicate the level of effectiveness the Program Faculty had in student achievement/learning regarding:



# Friends University

## MSFT Program

### COAMFTE Stipulation Response

Awareness & regulation of self emotion ()	
Awareness and regulation of self in interaction ()	
Ability to promote therapeutic alliance ()	
Ability to utilize therapeutic alliance constructively ()	
Understanding of relevant conceptual knowledge ()	
Application of relevant conceptual knowledge ()	
Synthesizing multiple conceptual frameworks ()	
Initiate and assess treatment needs ()	
Plan research/theory informed intervention ()	
Facilitate research/theory informed intervention ()	
Evaluate progress and conclude treatment ()	
Utilize supervision/Professional collaboration ()	
Follow legal, ethical and professional standards ()	
Recognition of contextual dynamics ()	
Constructive response to difference ()	
Respect and sensitivity to cultural difference ()	

# Friends University

## MSFT Program

### COAMFTE Stipulation Response

Interpersonal Competency ()	
Theoretical Competency ()	
Clinical Competency ()	
Multicultural Competency ()	
Mission of the Program ()	