

MFT Professional Attitudes and Dispositions Assessment

MFT Student Learning Outcomes

SCSU's University's Marriage and Family Therapy Master's Program is accredited by the American Association of Marriage and Family Therapists' Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE). Based on COAMFTE's Standards the program has identified 3 Student Learning Outcomes (SLO): **SLO1.** Practice from a systemic lens; **SLO2.** Practice from a culturally competent lens; **SLO3** Demonstrates skills of an entry level Marriage and Family Therapist.

During the fall semester all MFT students are evaluated for Interpersonal Skills which were developed to correspond with some of COAMFTE's Core Competencies (CC) as well as the SLO's the program has identified. Below is a list of each skill and evaluation rubric. Also listed are the corresponding core competencies and SLO's.

Note: Students are also subject to meeting all technical standards as outlined in the MFT Student Handbook. An average of 3 = developing appropriately; any student who receives an average score below 3 will meet with the MFT program director and their faculty advisor and may be placed on a remediation plan. Individual item scores of below 3 can result in further intervention and meeting with PD and Advisor. In all cases, this is based on the general assessment of the core faculty on the student's progress.

Name of Student: _____

Date: _____

		Skill	5	4	3	2	1
#1	CC 2.4.2 SLO 1	Views issues and therapeutic processes systemically including classroom and interpersonal processes	Displays sophisticated and original systemic understanding in interpersonal interactions in the classroom including: Recognizing and articulating relational process & patterns; and ability to view problematic interactions through multiple perspectives	Displays strong systemic understanding in interpersonal interactions. Often able to recognize and articulate relational process & patterns; and to view problematic interactions through multiple	Displays competent systemic understanding in interpersonal interactions, including minor problems recognizing and articulating relational process & patterns; sometimes inconsistently able to view problematic interactions through multiple perspectives. For example is more able to do this in theory than in practice	Vague, unclear systemic understanding, in interpersonal interactions, including major problems articulating relational process & patterns; sometimes inconsistently able to view problematic interactions through multiple perspectives. Rarely able to do this in practice; often unable to do it in theory either.	Significant deficiency in systemic understanding, unable to consistently articulate relational process & patterns; unable to view problematic interactions through multiple perspectives. Has major

							problem both theoretically and in practice
			5	4	3	2	1
#2	CC 1.2.1 Perceptual SLO 2	Recognize contextual and systemic dynamics (gender, race, etc)	Displays original, detailed and insightful understanding of, and interest in contextual variables and their affect on mental health. Sophisticated ability to articulate and teach others about their personal unique contextual variables, able to learn and apply information about the contextual variables that are less familiar for them.	Displays strong understanding of, and interest in contextual variables and their affect on mental health.; can articulate how their own contextual variables affect mental health; generally open to others' contextual experiences.	Displays competent understanding of contextual variables. Still learning how to articulate how their own contextual variables affect mental health; and/or learning to be open to others' contextual experiences. May lacks clarity and/or interest about the connection to mental health.	Vague, unclear, primarily inconsistent understanding of contextual variables and the connection to mental health needs to make concerted effort to understand their own and others' contextual variables.	Significant deficiency in understanding contextual variables and their connection to mental health. Minimal or no attempt to understand their own variables or those of others.
			5	4	3	2	1
#3	CC 2.5.1 SLO 3	Utilize consultation and supervision effectively	Student has proven track record of enthusiastically seeking guidance and help when necessary; open to feedback, fully engaged with faculty and peers, sophisticated incorporation of feedback	Student has sought guidance or we trust that the student would seek help when necessary; student is open to feedback and has or could incorporate feedback into classroom interactions	Student competent and likely to seek guidance; may be inconsistently open to feedback or inconsistently able to incorporate feedback	Believe this student is not likely to seek guidance until absolutely necessary; may struggle with openness to feedback or ability to incorporate feedback	Significant inability to seek or incorporate guidance and feedback

			5	4	3	2	1
#4	CC 3.4.5 SLO 1,2 &3	Monitor personal reactions' to clients and treatment process as well as reactions to classmates, faculty, staff	Sophisticated, original and self driven ability to be aware of and accountable for personal reactions. Able to attempt interpersonal shifts and have discussions to better handle these reactions in relationships.	Skilled and insightful ability to be aware of personal reactions. Desire to be accountable and to shift interpersonal dynamics to better handle these reactions	Developing and competent awareness of personal reactions, inconsistently able to be accountable, some confusion about what changes to make interpersonally to be more accountable or to better handle these reactions.	Limited awareness of personal reactions, limited accountability; significant confusion and /or desire to make this different.	No awareness of personal reactions and /or no ability to be accountable for them or to make changes to better handle them.
			5	4	3	2	1
#5	CC 4.2.2 SLO 1 & 3	Distinguish differences between process and content issues	Student displays insightful, sophisticated and original understanding of the differences between process and content issues; is consistently able to distinguish patterns ,hold complexity, see own part in a process.	Student displays a generally clear understanding of the differences between process and content issues; usually able to distinguish patterns , hold complexity and see own part in a process	Student displays a competent and developing understanding of the difference between process and content issues; at times focuses more on content than process; gets stuck in the concrete details rather than able to distinguish patterns, hold complexity, and/or see own part in a process.	Student displays a vague, unclear understanding of the difference between process and content issues; is consistently stuck in content and has difficulty distinguishing patterns, holding complexity, and/or seeing own part in a process.	Student has significant deficiency understanding the differences between process and content; is focused solely on content and has little or no ability to distinguish patterns, hold complexity and/or see own part in a process
			5	4	3	2	1
#6	CC 4.3.4 SLO 1 & 3	Generate relational questions and reflective comments in class settings	Student has a sophisticated, insightful original ability to generate questions that stimulate systemic thinking	Student has a clear ability to generate relational questions that stimulate systemic	Student has a competent ability to generate relational questions; however, questions lack coherence, consistency & sometimes does not stimulate systemic thinking	Student has difficulty in generating relational questions; lacks coherence & consistency when doing so.	Student has extreme difficulty in generating relational questions

				thinking			
			5	4	3	2	1
#7	CC 4.5.1 Professional SLO 2 & 3	Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines involved in the case).	Student is open and extremely receptive to multiple perspectives; consistently accountable for reactive triggers	Student is often respectful of multiple perspectives, and continually aware of his/her own judgmental and defensive triggers	Student has a developing ability to be consistently respectful, accountable, and open. Shows progress and is developing appropriately. Work on consistency.	Student has difficulty holding multiple perspectives, in moments is judgmental and defensive, lacks insight in to their own accountability.	Student is consistently disrespectful and not open to multiple perspectives; pervasively judgmental and defensive
			5	4	3	2	1
#8	CC 4.5.2 SLO 1 & 3	Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.	Student displays clear and healthy boundaries, manages issues of triangulation, and exhibits an outstanding collaborative working relationship with both professors and other students	Student displays mostly clear boundaries, manages issues of triangulation, and exhibits an strong, collaborative working relationship with both professors and other students	Students displays competent boundaries with others, able to manage most issues of triangulation, and collaborative with professors and other student most of the time, however struggles with being consistent.	Student struggles with setting clear boundaries, at times is triangulated into relationship, and/or has difficulty being collaborative with professors and students	Student does not set clear boundaries, frequently is triangulated into relationships, and does not work collaboratively with professors or students
			5	4	3	2	1
#9	CC 5.4.2 SLO 1, 2 & 3	Monitor attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact the therapy process	Student displays a sophisticated and original intrapersonal perspective and is able to continuously monitor her/his attitudes, personal well-being, personal issues, and personal problems to ensure they do not impact	Student displays a clear intrapersonal perspective and is able to monitor her/his attitude, personal well-being, personal issues, and personal problems to	Student displays competent, intrapersonal perspective with developing ability to monitor her/his attitude, personal well-being, personal issues, and personal problems.	Student has difficulty articulating their intrapersonal perspective and/or has limited ability to monitor her/his attitude, personal well-being, personal issues, and personal problems, which at times lead to them impacting the learning environment	Student is unaware of their intrapersonal perspective and has little to no ability to monitor her/his attitude, personal well-being, personal issues, and

		adversely or create vulnerability for misconduct	the learning environment	ensure they do not impact the learning environment		in a negative way.	personal problems, which lead to them impacting the learning environment in an unproductive way.
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			5	4	3	2	1
#10		Overall Student Progress	Excellent	Above Average	Average	Below Average	Poor

Score: _____ Performing Well or _____ Needs Attention

STRENGTHS

Signature of Program Director

Signature of Advisor

WEAKNESSES

Signature of Student

Signature of other MFT Faculty