

**M.Ed. in Marriage and Family
Counseling
Academic Assessment Plan
2012-13**

College of Education
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Office of the Provost

*University of
Florida*

*Institutional
Assessment*

*Continuous Quality
Enhancement*

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Academic Assessment Plan for M.Ed. in Marriage and Family Counseling

College of Education

A. Mission

The mission of the Marriage and Family Counseling Master's program is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about counseling, mental health, marriage and family dynamics, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community. This mission aligns with the College of Education mission as well as the overall land grant, sea-grant, and space-grant mission of the University of Florida.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Candidates will identify, explain, and defend a wide variety of issues in the context of relationships and families as a demonstration of their professional knowledge.	Candidates will (1) achieve an average grade of B or better in completed coursework and (2) successfully pass the exit interview that is composed of: (a) a written integrative paper, (b) a video presentation of the examinee's clinical work, (c) and oral defense to faculty questions about the paper and the video.	Campus
Skills	Candidates will apply ethical and legal standards in marriage, couple, and family counseling and select models or techniques appropriate to couples' or families' presenting problems in a practical setting.	The Individual Supervisor End-of-Semester Report Form (ISESR) is completed for each candidate by the following: individual faculty members, adjunct teaching the content of practicum and internship, field supervisors at practicum and internship sites, and supervisor of group and individual supervision. Candidates must meet 50% in practicum and 80% (or higher) in Internship of the standards stated in the ISESR in order to meet the standard requirement.	Campus

Professional Behavior	Candidates will demonstrate professional behavior in marriage and family counseling by engaging in: (a) professional organizations, including membership benefits, activities, services to members, and current issues; (b) professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues; (c) ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	Candidates will seek membership in professional organizations (e.g. American Counseling Association and American Association for Marriage and Family Therapy); apply for licensure in their last semester (i.e. registered internship); and follow professional ethical standards.	Campus
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C. Research

Students are expected to become effective consumers of Marriage and Family Counseling research. Hence they are expected to be familiar with research methods used in the marriage and family counseling field and to understand how to apply such methods in assessing the caliber of published research in the field.

D. Assessment Timeline

Students are evaluated on an annual basis by program faculty and a final examination is conducted on each student in which they demonstrate mastery of counseling content knowledge, skills and professional behavior.

Program M.Ed. in Marriage and Family Counseling College: Education

Assessment	Assessment 1	Assessment 2	Assessment 3
SLOs			
Knowledge			
#1	Grades in Coursework	Exit Interview Process (direct)	
Skills			
#2	ISESR Form (Culmination of Internship)		
Professional Behavior			
#3	Professional Membership (Annual Review Process)	Licensure (Annual Review Process)	Ethical Standards (Annual Review Process)

E. Assessment Cycle

Program: M.Ed. in Marriage and Family Counseling College: Education

Analysis and Interpretation:

By September 30

Program Modifications:

Completed by September 30

Dissemination:

Completed by summer of following academic year

SLOs	Year	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge							
#1				x	x	x	x
Skills							
#2				x	x	x	xx
Professional Behavior							
#3				x	x	x	x

F. Measurement Tools

At the end of the final clinical experience, the student's supervisor completes the Individual Supervisor End-of-Semester Report Form (ISESR) (Appendix 1). The Individual Supervisor End-of-Semester Report Form (ISESR) is completed for each candidate by the following: individual faculty members, adjunct teaching the content of practicum and internship, field supervisors at practicum and internship sites, and supervisor of group and individual supervision. Candidates must score 4 points or higher in each required area of the areas stated in the ISESR in order to meet the standard requirement. At the end of each spring semester during the program, candidates complete an annual evaluation process that includes documenting activities such as memberships in professional associations, attainment of certification or licensure, and activities demonstrating the adherence to ethical practices and standards. Additionally, candidates must successfully pass the exit interview in their final semester of the program. The exit interview is comprised of: (a) a written integrative paper, (b) a video presentation of the examinee's clinical work, (c) and oral defense to faculty questions about the paper and the video.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Ellen Amatea	School of Human Development and Organizational Studies	eamatea@coe.ufl.edu	273-4322
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Appendix 1



School of Human Development and Organizational Studies in Education Counselor Education Program Marriage and Family Counseling Individual Supervisor End-of-Term Report

Student Demographic Information

Name:
UFID:

Supervisor Information

Individual Supervisor:
License No.:

Instructions

For each of the following practices/standards rate the student's performance according to the following scale:

4 Exceptional

The candidate extensively integrates knowledge to be able to meet the standard.
The candidate is prepared to apply this skill in a practical setting.

3 Accomplished

The candidate demonstrates knowledge of how to meet the standard.
The candidate is prepared to apply this skill in a practical setting.

2 Developing

The candidate is acquiring the necessary knowledge to meet the standard.
The candidate is not yet prepared to demonstrate this skill in a practical setting.

1 Unsatisfactory

The candidate demonstrates little knowledge of how to meet the standard.

Rating: 1 Unsatisfactory 2 Developing 3 Accomplished 4 Exceptional

Practice
Standard

CACREP Standards

1 2 3 4

Foundations	1. Demonstrates the ability to apply and adhere to ethical and legal standards in marriage, couple, and family counseling.				
	2. Demonstrates the ability to select models or techniques appropriate to couples' or families' presenting problems.				
Counseling	1. Uses preventive, developmental, and wellness approaches in working with individuals, couples, families, and other systems such as premarital counseling, parenting skills training, and relationship enhancement.				
	2. Uses systems theory to conceptualize issues in marriage, couple, and family counseling.				
	3. Uses systems theories to implement treatment, planning, and intervention strategies				
	4. Demonstrates the ability to use procedures for assessing and managing suicide risk.				
	5. Adheres to confidentiality responsibilities, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, and the business aspects of practice				
	6. Demonstrates the ability to recognize his or her own limitations as a marriage, couple, and family counselor and to seek supervision or refer clients when appropriate.				
Diversity/ Advocacy	1. Demonstrates the ability to provide effective services to clients in a multicultural society.				
	2. Maintains information regarding community resources to make appropriate referrals.				
	3. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of couples and families.				

Rating: 1 Unsatisfactory 2 Developing 3 Accomplished 4 Exceptional

Practice Standard	CACREP Standards	1	2	3	4
Diversity/ Advocacy	4. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse couples and families.				
Assessment	1. Applies skills in interviewing, assessment, and case management for working with individuals, couples, and families from a system's perspective.				
	2. Uses systems assessment models and procedures to evaluate family functioning.				
	3. Determines which members of a family system should be involved in treatment.				
Research/ Evaluation	1. Applies relevant research findings to inform the practice of marriage, couples, and family counseling.				
	2. Develops measurable outcomes for marriage, couples, and family counseling programs, interventions, and treatments.				
	3. Analyzes and uses data to enhance marriage, couples, and family interventions and programs.				
Supervisor Required Signature					
Optional additional comments:					
Recommended Grade:					

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at <http://www.ua.assessment.edu>

Program:

Year:

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

University of Florida Graduate/Professional Program Assessment Plan Review Rubric, continued

Component	Criterion	Rating			Comments
		Met	Partially Met	Not Met	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				