MCFT PROGRAM POLICIES & PROCEDURES
Updated January 2024

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NOTE: This MCFT Procedure Guide is to be used as an internal document to facilitate program processes. This is a supplement to (in no way a replacement for) the College Faculty Handbook, Navigator, and MCFT Program Handbooks.

I. Program Mission, Goals, and Student Learning Outcomes

The mission of the MCFT program is to prepare competent marriage and family therapists who engage in systemic relational therapy in ways that demonstrate excellent therapeutic skills and socially responsible practice.

This mission is reflected in four program goals and associated Student Learning Outcomes. Each goal integrates the Graduate School of Education and Counseling's core social justice mission.

1. Knowledge. Apply a critical contextual guiding framework that addresses power dynamics and embodied connections across biopsychosocial levels and larger societal contexts.

> SLO 1.1 Students recognize the impact of power on individuals, families, and communities.
>
> SLO 1.2 Students recognize the interconnections among biological, psychological, social systems in people's lived experience.
>
> SLO 1.3 Students apply systems/relational theories to clinical case conceptualization and treatment planning.

2. Diversity and Inclusion. Advance social justice and cultural democracy in the practice of marriage, couple, and family therapy.

> SLO 2.1 Students self-reflect on the implications of own and others' social location in clinical practice.
>
> SLO 2.2 Students' clinical practice demonstrates attention to social justice and cultural democracy.

3. Research: Apply research with critical awareness of the links between the process of inquiry, construction of knowledge, and cultural equity.

> SLO 3.1 Students are able to discern the implications of the sociopolitical context within which research is produced and applied.
>
> SLO 3.2 Students draw on the research literature relevant to family therapy in case planning.

4. Practice and Ethics: Demonstrate competence in systems/relational practice according to MFT field standards and ethics

> SLO 4.1 Students apply ethical decision-making processes to clinical dilemmas.
>
> SLO 4.2 Students provide competent service according to the AAMFT code of ethics and core competencies.
>
> SLO 4.3 Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.

II. Antidiscrimination Policy and Diversity Statements

MCFT Program Antidiscrimination Policy
The MCFT program not discriminate on the basis of actual or perceived socioeconomic status, ethnicities, race, color, sex, religion, age, marital status, national origin, the presence of any physical or sensory disability, veteran status, sexual orientation, gender identity, or gender expression. This antidiscrimination policy applies to our practices around recruitment, admission, codes of conduct, hiring, retention, and dismissal of students, faculty, and supervisors.

As described in the [GSEC Navigator Student Handbook](), Lewis & Clark College has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws, including Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination Act, the Americans with Disabilities Act of 1990, and their implementing regulations.

MCFT Program Diversity Statement
As stated on the MCFT webpage, "The Marriage, Couple, and Family Therapy program is committed to social equity in the practice of family therapy. The MCFT program defines diversity as an embracing of differences in race, ethnicity, gender identity, sexual orientation, nations of origin, religion, abilities, age, and socioeconomic status; understanding the implications of these differences in context and taking responsibility for actions that may bring balance, respect, repair, coexistence and collaboration. We seek to bring together therapists-in-training who have a wide variety of experiences in order to learn from each other and explore the impact of their own societal context on their future work. Toward this end, we invite applicants from all socioeconomic status, races, gender identities, sexual orientations, nations of origin, ethnicities, ages, religions, and abilities."

In alignment with Lewis and Clark College, Graduate School, and CTSP department missions, commitment to diversity in Marriage, Couple, and Family Therapy includes an emphasis on equity and social justice in every aspect of the program, including:

From the College
- We are a community that commits itself to diversity and sustainability as dimensions of a just society.

From the Graduate School
- Serving every student by providing a learning environment built around the values and practices associated with critical thinking, individual growth, and social justice.

- Offering a curriculum that reflects the theories, techniques, research, modes of application, and contemporary reform movements within each professional field.

- Preparing graduates to be change agents who transform society.

From the Department of Counseling, Therapy, and School Psychology

- We expect faculty and students to reflect deeply on our own emotional, psychological, relational, and cultural patterns, assumptions, and biases - continually raising our social awareness.

- We believe there are many ways to look at the world, and we value a convergence of theoretical perspectives including systemic, critical, social constructionist, developmental, ecological, and contextual approaches to working with individuals, families, and communities.

- We believe it is essential to challenge systems of power and privilege as they relate to the quality of life and the well-being of all persons. This entails confronting systems of oppression that create and maintain emotional, psychological, physical, and relational suffering.

- We are dedicated to supporting social and relational equity, cultural and economic democracy, and good citizenship within our programs, the broader community, and the world.

III. Program Faculty and Staff Duties

All core MCFT faculty must identify as Marriage and Family Therapists. All share responsibility and decision-making for achievement of the program mission, goals, and student learning outcomes. Ultimate responsibility for all aspects of the program quality rests with the Program Director, with oversight of clinical training managed by the Clinical Coordinator. CTSP Administrative Staff support program administration activities.

Duties for All MCFT Faculty
MCFT program faculty are expected to comply with the Graduate School of Education and Counseling (GSEC) requirements set for all faculty.   This includes:
- Maintain expected teaching load (15 credits/year for tenure track faculty; 18 credits/year for contract faculty)
- Attend all GSEC, program and CTSP faculty meetings
- Complete admissions duties, e.g., info sessions, application review, interviews, selection
- Collaborate on determining student scholarship recipients
- Participate in all program evaluation efforts, including reviewing data, continuously improving courses and program via data, annual reports, and accreditation processes
- Stay abreast of issues and new developments in the family therapy field
- Participate in updating and revising the program curriculum and policies based on review of program data and advances in the field
- Develop and advance a scholarly agenda
- Advise students, including maintaining at least 4 regular weekly office hours
- Respond to communications from students, faculty, staff, and administration
- Serve on GSEC-wide governance committees and committees to support the CTSP Department and MCFT program

- Serve on student academic review committees
- Participate in regular student review processes
- Contribute to program strategic planning and other initiatives
- Participate in professional development activities
- Attend new student orientation, convocation and commencement each year
- Serve on thesis committees
- Contribute to program recruitment efforts
- Advocate for and advance the MCFT profession nationally and regionally
- Follow and exemplify the AAMFT and OBLPCT codes of ethics
- Work effectively, respectfully, and collaboratively with faculty and staff colleagues

MCFT Program Director Duties

The Program Director is responsible for all aspects of program quality, including curriculum, clinical training, facilities, services, and enhancement of program's quality. Duties include:

(1) Program Administration
- Monitor program resources and communicates needs to CTSP Department Chair
- Facilitate program team meetings including setting agenda, tracking progress toward goals, etc.
- Act as a liaison between program faculty and administrators and/or other program faculty/leadership
- Represent program at the L&C Community Counseling Center administration meetings

(2) Program development and delivery
- Facilitate ongoing review and development of program mission, goals, and objectives
- Ensure program is meeting contemporary training standards related to the field, including state licensure requirements and national accreditation standards
- Facilitate development, writing, and regular review of program strategic plan
- Prepare program annual report, in collaboration with program faculty
- Respond to requests for program information and provide program input into decisions at the department and graduate school levels
- Offer support when possible for grant proposals, conferences, and other initiatives that move the program, department, and graduate school toward achieving strategic goals
- Coordinate with program's clinical coordinator
- Administer/supervise/coordinate grants funded specifically through the program
- Serve as liaison with CCE on co-sponsored courses and community events/conferences

(3) Program curriculum and courses
- Work with core faculty to develop program curriculum and courses
- Oversee process of submitting program and course proposals/changes to Curriculum Committee
- Stay abreast of developments in the discipline and guide program accordingly
- Enhance program by monitoring and improving applicant quality, time to degree, annual number of graduates, etc.
- Oversee hiring of adjuncts, reviewing adjunct performance, and coordinate with adjuncts in relation to program needs
- Review program course syllabi to maintain quality and documentation

(4) Program materials
- Maintain Graduate Catalog materials as they pertain to program
- Oversee maintenance of program's website
- Update and maintain relevant publications and forms, e.g., program handbooks, program planning sheets, program sequence sheets, evaluation forms, student forms, etc.

(5) Accreditation
- Maintain current program assessment methods for accreditation
- Develop assessment methods to improve program evaluation, as necessary
- Coordinate work with Research and Assessment office
- Gather data reports and analyze to inform continuous program improvement
- Prepare, in collaboration with colleagues, required accreditation documents (annually and for periodic review)
- Monitor completion of required documentation for student files and oversee routine documentation audits, including final checks prior to graduation

(6) Recruitment
- Oversee dissemination of recruiting material
- Participate in recruitment process by helping to attract, identify, and communicate with candidates at all stages of process
- Facilitate program info sessions
- Supervise applicant selection process (e.g. reviews of applications, interviews, final decisions).

(7) Student needs and mentoring
- Work with colleagues to organize and present orientation for incoming students
- Serve as resource for academic advisement
- Serve as advocate for graduate students, individually and collectively, within program, assuring fairness of treatment
- Develop Academic Review Committees as needed and coordinate with CTSP Department Chair.
- Meet with students to address program concerns
- Contribute to planning of meetings, social events, and other forms of support for student community and positive climate
- Communicate regularly with program student body
- Encourage graduate student participation in professional meetings and opportunities for professional growth

(8) Represent program in forums outside the Graduate School
- Work with colleagues at the CAS and Law School, as opportunities for collaboration arise
- Participate in regional, national, and international meetings, as appropriate, to promote program (including student and faculty recruitment)

NOTE: **Performance of these duties is evaluated as part of the faculty annual evaluation process (see Faculty Evaluation below) and by students in the Current Student Survey and Exit Survey.**

Clinical Coordinator Responsibilities
Serve as a core member of the MCFT program team, with responsibility for oversight of the clinical training aspect of the Marriage, Couple, and Family Therapy Program. Duties include:

1. Work with the Counseling, Therapy, and School Psychology Department Placement Coordinator to facilitate external internship placements for MCFT students.

2. Advise students regarding clinical placement needs.

3. Collaborate with MCFT faculty to address clinical training and placement issues.

4. Approve students' clinical training plans.

5. Work with administrators and supervisors at placement sites to address training concerns as they arise for particular students.

6. Develop and monitor processes for documenting student client contact and supervision hours.

7. Plan and oversee MCFT participation in CTSP departmental internship fair.

8. Participate in MCFT team meetings, program review, program improvement and accreditation.

9. Coordinate and help orient MCFT 582 internship instructors/supervisors at the L&C CCC. Hold on-going supervisor meetings and trainings to discuss program clinical training standards, provide updates on program clinical training policies and procedures, and survey needs.

10. Facilitate clinical orientation for MCFT students; coordinate orientations with L&C Community Counseling Center Director.

11. Serve on the L&C Community Counseling Center Advisory team.

12. Work with clinic director and MCFT faculty to develop and maintain measures of clinical outcomes (client satisfaction/outcomes) and student clinical competencies (supervisee evaluations).

13. Build relationships with community placements and develop opportunities for enhanced community engagement of students prior to internship. Share responsibility with Placement Coordinator to complete routine site visits. Provide information to site supervisors about program clinical training standards, provide updates on CTSP and program policies and procedures, and assess support needs.

14. Meet monthly with MCFT program director to review clinical training issues.

15. Participate in a graduate school committee.

NOTE: Performance of these duties is evaluated as part of the faculty annual evaluation process (see Faculty Evaluation below).

CTSP Administrative Staff Duties
The CTSP administrative staff supports the MCFT program in the following ways. An expanded listing of the current division of staff responsibilities is included in Appendix A.

- Administrative office support such as answering phones, communicating with prospective and current students

- Support coordinating internship placement records, tracking client contact and supervision hours and supervision evaluations, and entering data into Taskstream

- Assisting with requests from licensing boards regarding graduates' educational and clinical training

- Maintaining data bases of alumni and collecting and maintaining alumni information

- Maintaining and auditing student files

- Coordinating course scheduling and contact with adjunct instructors

- Collecting syllabi and faculty CVs

- Assisting in annual budgeting process

- Assisting in annual updates of student handbooks and other policy documents

- Assisting in coordinating the annual internship fair

- Support in preparing annual accreditation reports and self-studies

- Data management to support program assessment and review

- Maintaining program website

- Facilitating student background check process

- Taskstream support

- Coordinating with events and catering services as needed

- Supervising workstudy staff

Placement Coordinator

The placement coordinator is housed in the GSEC Placement Office and develops and maintains working relationships with clinical community agencies, oversees practicum and internship placement of students from multiple CTSP department programs, and ensures thorough and accurate documentation and data collection processes. Duties include;

- Actively develop and maintain positive relationships with agencies that provide professional mental health, professional mental health and addictions, family therapy, and art therapy services in the greater Portland area and region.

- Work with clinical coordinators to provide information to students and address their questions about placement processes.

- Works with program Clinical Coordinators to make routine contact with sites, maintain updated site information, and make site visits. Collaborates with Clinical Coordinators to communicate with sites and site supervisors about placement issues as needed.

- Coordinates organizational contract process with LC Placement Office and Office of Finance and Operations.

- Tracks the collection, verification, and reporting of CTSP clinical placement data.

- Plans and hosts CTSP internship fair, communicates with internship site representatives about the fair, works with faculty to prepare students for attending the fair, and coordinates publicity, invitations, student worker assistance, and other logistics for the fair with event planning help of CTSP administrative staff.

- Collaborates with Center of Community Engagement to manage communication with site supervisors about continuing education opportunities and maintains a list of community therapists qualified to work with students needing to meet their portfolio requirements for personal counseling.

Clinical Supervisor Requirements

Responsibilities of Clinical Supervisors are outlined in the Clinical Training Handbook and the supervision contract. All MCFT clinical supervisors at the Lewis & Clark Community Counseling Center must be AAMFT Approved Supervisors or Candidates. Externship supervisors must be AAMFT Approved Supervisors/Candidates, state approved supervisors, or a program approved equivalent based on the following criteria:
  - Be licensed as a marriage and family therapist, and
  - Have completed a 30-hour supervision training course (may enroll in the Lewis & Clark continuing education course in supervision during the first semester the student is on site), and
  - Have additional training in family therapy supervision within the first year of acting as a site supervisor (may enroll in Lewis & Clark continuing education in family therapy supervision).

- ▪ Supervision of supervision preferred.

The MCFT Clinical Coordinator may also approve supervisors on a case-by-case basis as outlined in Appendix B.

IV. Program Review and Improvement

The MCFT outcome-based education framework involves a continuous process of ongoing review of program data to plan and implement regular program improvement. All MCFT faculty members are fully engaged in the process of collecting and reviewing data as well as making continuous program improvements. Following are timelines and processes used for data collection and review, a diagram of the annual MCFT program review cycle, and a table of assessment measures, benchmarks, and targets for each of the program's ten Student Learning Outcomes, as well as guidelines for determining sufficiency of resources and strategic planning.

The MCFT program *Data Gathering and Process Timeline* indicates what data is collected, when it was collected, by whom it is collected, the process for review, and how outcomes are reviewed and changes made. The *MCFT Program Review & Improvement Cycle* illustrates how these occur over the course of the year. As indicated in this diagram, the Research and Assessment Office is responsible to provide all GSEC programs with requested data by the end of June each year. The MCFT program director reviews these data and writes an annual report, which is due to the Dean of the Graduate School by August 15th of each year. This report contains relevant current year data as well as program changes based on outcome data from the prior year. During the fall, the MCFT program director shares data with the MCFT faculty along with the annual program Report to the Dean (RTD). The MCFT faculty works together to interpret the year's outcome data and determine areas for program improvement. Fiscal and physical revisions are identified and communicated by the program director to the CTSP Chair in the fall. Curriculum changes are due by early February each year. Additional program changes are decided and implemented at the earliest opportunity. On-going monitoring for sufficiency of resources occurs throughout the year and identified needs for revision are documented and tracked in bi-monthly meeting minutes and the next year's annual RTD.

Assessment data is collected from various sources as described in the timeline table. Data from course assignments is maintained on Taskstream. The Taskstream portfolio system allows the program director and faculty to access data on individual students and run reports across student performance. Students are also able to easily access evaluation of their progress across the curriculum and program. Program evaluation data from other sources is collected in collaboration with the Research and Assessment office. Raw data is stored in that office for confidentiality. Aggregated reports are regularly provided to the program director, who shares them with the faculty.

Assessment of Review Plan and Outcome-Based Education Framework.
Program review and assessment processes include multiple assessment measures for each *Student Learning Outcome* as specified in Table 2. Assessment Measures, Benchmarks, and

Targets for SLOs. The assessment plan and data collection measures are reviewed and continuously improved as part of our outcome-based educational framework.

Policy for Determining SLOs Met and Addressing Mixed Results
The program uses the following policy to determine if SLOs have been met:

A.   If all measures meet benchmarks, then the SLO is considered met.
B.   If 50% or more of measures meet the benchmarks, then the SLO is considered met. The program will address any of the measures that do not meet the benchmark. The program will report actions taken to its Communities of Interest.
C.   If fewer than 50% of measures meet the benchmark, then the SLO is considered not met. The program will address each specific benchmark not met. The program will report actions taken to its Communities of Interest.

Regardless of whether an SLO is considered met, the program director initiates the review of any measure that does not meet the benchmark and is reviewed by faculty in the fall. Depending on the type of measure, additional data sources may be consulted to determine necessary changes.

Once the faculty determines necessary changes, if there are additional program resources needed, the Program Director consults with the Department Chair and Dean to request these. If the faculty decides to make course or program changes, the Program Director submits curriculum change proposals to the Curriculum Committee in spring, as needed. Because of the timing of the cycle, changes typically are not implemented until the following year. Changes made are reported to the program's COIs.

Faculty then monitor the measures relevant to any changes made to see if outcomes are affected.

Determining and Maintaining Sufficiency of Resources
Sufficiency of Fiscal and Physical Resources

Sufficiency of resources in the MCFT program is defined as having the on-going fiscal and physical resources to achieve and sustain the program's outcome-based teaching and learning framework. The department budget and MCFT Current Student, Exit, and Faculty Resource survey results are the primary sources of evidence for determining on-going sufficiency of program resources. The fiscal resources of the program are held within the Counseling, Therapy, and School Psychology (CTSP) department budget. Physical resources include but are not limited to, qualified faculty and AAMFT-Approved clinical supervisors, class section size that enables personal interaction, classroom space, clinical space for live supervised practice, systems-oriented internship sites, support staff, relevant library holdings, technology to support teaching/research and clinical supervision, recruitment and admissions support, and quality student services.

The program reviews outcomes relative to our mission, goals, and SLOs and engages in strategic planning to advance quality outcome-based MCFT education based on input across communities

of interest. Through these processes the program assesses needs and the program director communicates these to the CTSP department chair by October of each year. The chair works with the Dean to incorporate these needs into the Graduate School budget, the CTSP budget, and shares with the GSEC faculty for their approval prior to the February L&C Board of Trustees meeting. The Board approves the budget and disperses resources during the next fiscal year (May-June).

Sufficiency of resources are assessed in multiple ways. Students provide input in the MCFT Current Student survey and GSEC Exit survey and while faculty share their input in the MCFT Faculty Resource survey; all surveys are administered by the Research and Assessment Office which safeguards anonymity and confidentiality for survey respondents. As a result of our annual program review and strategic planning, faculty uses these data to identify and share needs in program, department, and committee meetings. Program, Department, and Committee Chairs, advocate for identified resources with the Dean and other administrators. Staff from relevant departments across the campus (e.g., library, student services, community education, information technology) also regularly solicit information about program needs through direct contact with faculty and by attending program, department, or GSEC meetings. All of these data, and recommended actions, are reported in our annual outcomes report to the dean.

Sufficiency of Technological Resources

The program defines sufficiency of technological resources as maintaining an aggregated benchmark rating of "adequately sufficient" or better (3 on 4-pt Likert scale) on 80% of the items listed on our Faculty Resource survey (see Appendix E. Faculty Technological Survey), as well as maintaining an aggregated benchmark of "adequately sufficient" or better (3 on 4-pt Likert scale) on 80% of items linked to the technological resources on the Current Student and Exit surveys. If the program falls below its target of 80% on either of these measures, it lists needs for revision of resources in its annual report to the Dean. In addition, the program practices collaborative engagement with the department and larger graduate school to inform decisions about technological needs and priorities.

Budget evidence regarding technology is provided in the CTSP department budget. Budget and program survey results are the primary sources of evidence for determining on-going sufficiency of technology resources. Technological resources are evaluated by multiple COIs. Students provide input in the MCFT Current Student survey, graduates provide feedback in the MCFT Exit survey and core and adjunct faculty share their input in the MCFT Faculty Resource survey; all surveys are administered by the Research and Assessment Office which safeguards anonymity and confidentiality for survey respondents. As part of our annual program review and strategic planning, faculty use these data to identify and share needs in program, department, and committee meetings. All of these data and recommended actions, are reported in our annual program report to the dean.

Faculty Sufficiency
Prior to its initial accreditation in 2008, the MCFT program determined that a 1:20 faculty-to-student ratio was sufficient to two core aspects of attaining the program mission: (1) maintaining

an interactive student learning process in and outside the classroom that does not depend on faculty teaching overloads and enables time to pursue research, professional development, and service, and (2) to ensure that instruction is offered by faculty with advanced training and breadth of MCFT knowledge through sufficient core faculty to teach at least 50% of required courses. This continues to be true today. In 2016, the MCFT strategic plan identified a plan to sustain these goals, and the current faculty makeup reflects personnel we have added since that time.

However, since then we wanted additional data regarding faculty sufficiency, so we set benchmarks that involve feedback from our COIs. Our current process involves collecting, reviewing, and reporting on feedback regarding faculty sufficiency from several program surveys. Based on this, we set the current benchmark for evaluating sufficiency of faculty as, "80 percent of survey respondents will rate items as "Sufficiently well" or "Extremely well" (3 on a 4-pt Likert scale) on the question added to our MCFT Current Student survey, MCFT Exit survey, and MCFT Faculty Resource survey.

As the program engages in review of outcomes relative to our mission, goals, and Student Learning Outcomes and strategic planning to advance quality, outcome-based MCFT education based on input across communities of interest, the program assesses needs and the PD communicates these to the CTSP department chair by October of each year. The chair works with the Dean to incorporate these needs into the Graduate School budget prior to the February L&C Board of Trustees meeting and shares with the GSEC faculty for their approval. The Board approves the budget and disperses resources during the next fiscal year (May-June).

Strategic Planning
The program review cycle draws on and informs long and short-term strategic planning, including assessment of needed resources to sustain and improve the program and changes needed to improve the assessment process. The MCFT strategic plan is reviewed annually, with an updated plan and timeline for program development priorities included with each annual report to the Dean. A more substantial strategic planning process occurs every three years.

The MCFT strategic plan begins with, and is tied to, the MCFT program mission, goals, and student learning outcomes, and occurs in concert with CTSP departmental and Graduate School strategic planning. The plan follows the GSEC format, which includes needs and priorities in relation to:
- Diversity
- Curriculum
- Faculty
- Students
- Assessment
- Community Engagement
- Technology
- Accreditation

A formal curriculum review in which sufficiency and integration across the three-year program of course content, readings and assignments, teaching learning practices, and clinical training is conducted prior to, or in tandem with, strategic planning processes.

Communities of Interest
The MCFT outcome-based education framework and strategic planning take into account and draw upon feedback from the following communities of interest:

Current Students
Graduates/Alumni
MCFT Faculty
GSEC Faculty
Clients
Clinical Supervisors
Employers/Placement Sites
L&C Administration and Board of Trustees
MFT Field (COAMFTE, AMFTRB, OBLPCT)

Table 1. MCFT Data Gathering Mechanisms & Timeline

Measures Embedded within Classes and Clinical Training				
Mechanism For Collecting COI Feedback	**Timeline/ Calendar**	**Who collects**	**Review Process**	**How Outcome Data is Used**
Course Evaluations *Student Assessment of Learning experience*	End of each Course	Students complete online; We use a system called BLUE that is integrated with our SIS system (Colleague) so that every course and section each term is loaded into the system for evaluation.	R&A provides report to each instructor; Department chair receives copies of individual faculty course evaluations and department-wide averages. Adjunct reports are compiled by R&A and sent to the PD for review.	Course evaluations are used to evaluate instructors, improve **teaching/learning practices**, inform curriculum, make hiring/tenure decisions.
Course Objective Evaluations *Student Perception of Attainment of*	End of each course	Students complete online; We also use the online course evaluation	Instructors receive their report from the BLUE system. The Chair and Dean	Course objectives are linked to specific SLOs on each syllabus. Instructors review student perceptions of how course objectives were met and use

Course Objectives		system (BLUE) to collect evaluations of program course objectives. Every course that has mapped course objectives is loaded into the system for evaluation.	also receive these reports. Aggregated reports are sent to the PD annually for review.	this to revise **instruction**. The program reviews to ensure that **SLOs** across curriculum are met and make improvements.
Course Rubrics *Instructor Evaluation of Student Achievement*	Selected Course assignments mapped to standards across program	Students upload assignments to Taskstream	Instructor evaluates. Program Director includes aggregate scores in annual report	Data is reviewed in relation to benchmarks for each SLO (Table I-A.2) and used in MCFT team meetings to inform program improvements that advance **Student Learning Outcomes**.
Supervisee Evaluation *Supervisor Evaluation of Student's Clinical Competencies*	End of each term: (August, December, April, August).	Clinical Coordinator sends supervisors link	R&A aggregates data and sends to Program Director	Data is reviewed in relation to benchmarks for each SLO (Table I-A.2) and used in MCFT team meetings to inform program improvements and advance **Student Learning Outcomes**
Supervisor evaluation *Student's Evaluation of Supervisor Effectiveness*	End of each term: (August, December, April, August).	From 2014-until 2020, the Internship requirements direct students to a link in Taskstream to the evaluation form. Beginning in 2020, the form has now been incorporated into our placement database of record, Salesforce. This will make for better reporting and tracking of the data.	For the Taskstream data collection, R&A sent an aggregate report to program director and CC. The reports from Salesforce will be generated automatically at whatever time frame the PD and CC decide. A separate report is also sent to the CTSP admin coordinator to track submissions.	Individual Items are linked to specific SLOs. Data is used by clinical coordinator to Inform sufficiency and revision of **instructional and clinical resources** such as externship placements and supervision and in MCFT team review to inform improvements to **teaching and learning practices**

Student Portfolio *Documentation Of Student Achievement & Progress*	Students artifacts throughout program	Students upload Required documen To Taskstream	Faculty & staff review at key timelines throughout Program	Used as evidence of readiness for Internship & Graduation and to document achievements on assignments linked to specific **Student Learning Outcomes** as illustrated in Table I-A.2**.**

Annual Survey and Feedback Measures				
Data	**When**	**Who collects**	**Review Process**	**Utilization of Outcome Data**
Current Student Survey *Feedback Regarding Students' Experiences of The program*	February	Program Director sends student electronic link from R&A	R&A collaborates with program director/staff. R&A aggregates results and sends report to Chair & MCFT program director.	Data is reviewed and used in MCFT team meetings to inform program improvements and strategic planning that advance **Student Learning Outcomes**. Data is included in the annual report to the Dean.
Climate Survey *Qualitative Student Reflections on Climate of Safety & Respect*	February	Selected instructors provide link to each cohort	Qualitative responses are reviewed and summarized by PD.	MCFT faculty team reviews to inform **teaching & learning practices** and shares information with students. MCFT faculty liaison shares survey data with Student Advisory Board (SAB) to facilitate any needed changes/improvements.
Meeting with Student Advisory Board *Feedback Regarding Student Concerns & Ideas for improvement*	Formal Meeting in April Informal Check-ins Throughout the year	Members of the SAB meet with the faculty to share concerns and discuss Improvements. Designated faculty liaison checks-in with SAB throughout the year	Detailed April meeting notes become part of formal program team minutes; faculty and SAB collaborate on identified actions. Faculty liaison brings informal SAB feedback to program team meetings and documents responsive actions.	Conversation contributes to on-going program improvement; SAB representatives share information with students and are part of implementing resulting initiatives.

Exit survey *Graduating students assess attainment of program mission SLOs, services, faculty, quality of education.*	May	PD makes edits to program questions in early March, if applicable. R&A coordinates with CTSP staff & MCFT 591 Instructor to disseminate surveymonkey link.	Survey completed by graduating students in MCFT 591 to facilitate 100% participation.	Items are linked to specific SLOs and resources. Data is aggregated and provided to program director, chair, and deans. Data is uploaded to shared program drive which is available to all MCFT faculty. Identified needs are reported in the program's annual report to the Dean. Data is also reviewed in Fall semester MCFT team meetings to assess **sufficiency of resources** and inform program improvements. Responses on items related to **student support services**; **physical and technological resources,** and **instructional and clinical resources** are also aggregated across the Graduate School and used by L&C administration to guide improvements.
Alumni Survey *Anonymous feedback on preparedness for practice, SLOs, implementation of program mission, workplace*	Summer	R&A sends to 1st and 3rd year alumni	Research & Assessment gathers alumni contact information from Institutional advancement; sends online survey	Items are linked to mission and specific SLOs and resources. Data is aggregated and provided to program director, chair and deans - Data is uploaded to shared program drive which is available to all MCFT faculty. Identified needs are reported in the program's annual report to the Dean. Data is also reviewed in Fall semester MCFT team meetings**.** Data informs program review, responsive action and improvement, and strategic planning to advance **Student Learning Outcomes.** Data are aggregated across the Graduate School and used by L&C administration to guide improvements.
Survey of Employers *Preparedness for employment and attainment of each SLO*	At internship fair November	R&A in collaboration with placement and clinical coordinators	Online survey on Ipad provided to employers; data aggregated by R&A	Items are linked to mission and specific SLOs. Data is reviewed and used in MCFT team meetings to inform program's community partners' observations, needs, and trends

				relative to **Student Learning Outcomes.**
Institutional Student Demographics *Official record of Gender, race/ Ethnicity, age of MCFT students*	June	R&A provides program institutional data t	R&A reports Institutional data;	Informs program trends, strategic planning regarding admissions, and initiatives related **program climate**.
Alumni Update *Personal responses regarding graduate achievement*	December	Program Director	PD emails alumni list a brief survey for updates regarding Employment & licensure	Updates are used to update cohort records of **Student Achievement** posted on the web and in the COAMFTE annual report.

Informal Feedback

Achievement of Lewis & Clark MCFT program mission, goals, and outcomes is a relational process. As stated In the MCFT Student Handbook (p. 7), "We rely on students and faculty coming together in active ways to form creative and supportive learning communities." In addition to formal meetings, students and faculty have many one-on-one conversations with each other that enable us to process and reflect on issues relating to the student experience and living and attaining the program mission. Students, community partners, adjunct faculty, and alumni provide informal feedback to the program director, clinical coordinator, and core faculty. Whoever receives this feedback reports on it at regularly scheduled program meetings for discussion and documentation of responsive action. Faculty also have regular Informal conversations with each other and with community supervisors. Issues often arise around a particu student or issue in a cohort. These lead to broader discussions that result in team, department, or Graduate School agenda items and inform strategic planning. Community meetings, whether regularly scheduled or in response to a particular issue is an important source of both feedback and inspiration. This relationally-based informal communication brings to surface areas of confusion, discontent, and concern as well as many ideas for improving the curriculum, teaching/learning practices, and our learning community. Together with qualitative comments in our formal assessments, these many personal communication contexts are important to interpreting the quantitative measures and determining appropriate and effective responses.
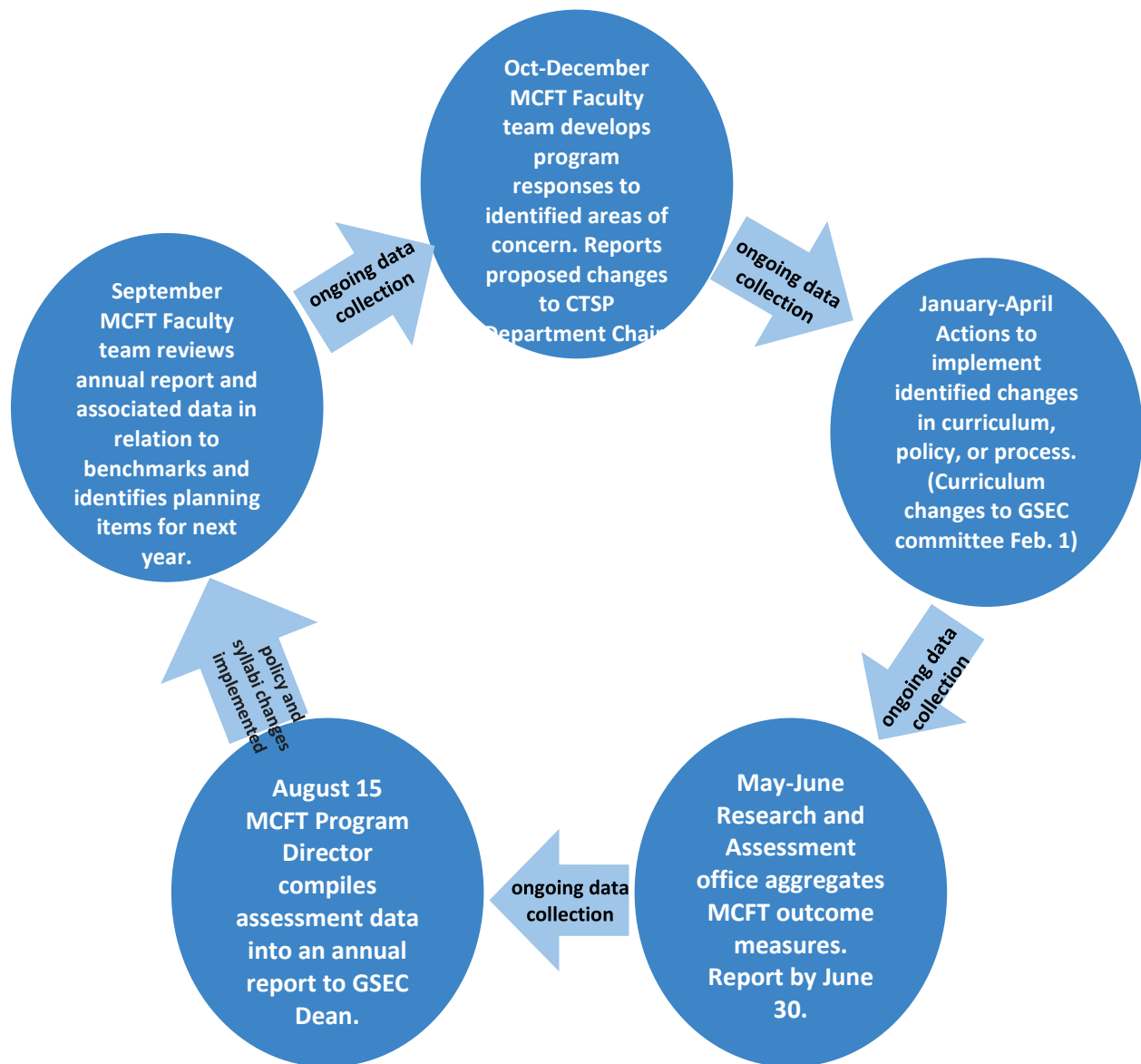
MCFT Program Review and Improvement Cycle

Oct-December MCFT Faculty team develops program responses to identified areas of concern. Reports proposed changes to CTSP Department Chair

ongoing data collection

January-April Actions to implement identified changes in curriculum, policy, or process. (Curriculum changes to GSEC committee Feb. 1)

ongoing data collection

May-June Research and Assessment office aggregates MCFT outcome measures. Report by June 30.

ongoing data collection

August 15 MCFT Program Director compiles assessment data into an annual report to GSEC Dean.

policy and syllabi changes implemented

September MCFT Faculty team reviews annual report and associated data in relation to benchmarks and identifies planning items for next year.

ongoing data collection

Table 2. Assessment Measures, Benchmarks, and Targets for SLOs

Student Learning Outcome	Where Assessed	When Assessed	Assessment Benchmarks (B) & Targets (T)	80% Benchmark and 90% Target Identified
PG1: Knowledge SLO 1.1: Students recognize the impact of power on individuals, families, and communities.	MCFT 504 Case Conceptualization Final Paper	First fall	B=80%; T=90% will score 80% or better on MCFT 504 Case Concept Final Paper (PRECLINICAL)	80% of 66 possible points=52.8
	MCFT 511 Final Self-Assessment Paper	First fall	B=80%; T=90% will score 80% or better on MCFT 511 Final Self-Assessment paper (PRECLINICAL)	80% of 24 possible points=19.2
	MCFT 562 Integrated Theory of Change paper	Second spring	B=80%; T=90% will score 80% or better on MCFT 562 Integrated Theory of Change paper (PRECLINICAL)	80% of 60 possible points=48
	Exit Survey – program's achievement of SLO 1.1	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 1.1 as 3.0 or better on the MCFT program Exit Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	Alumni Survey – program's achievement of SLO 1.1	1 & 3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 1.1 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
PG1: Knowledge SLO 1.2: Students recognize the interconnections among biological, psychological, social systems in people's lived experience.	MCFT 516 Family Life Cycle Case Study	First spring	B=80%; T=90% will score 80% or better on MCFT 516 Family Life Cycle Case Study (PRECLINICAL)	80% of 30 possible points=24
	MCFT 541 Societal & Relational Assessment	Second fall	B=80%; T=90% will score 80% or better on MCFT 541 Societal & Relational Assessment (PRECLINICAL)	80% of 50 possible points=40
	MCFT 562 Integrated Theory of Change paper	Second spring	B=80%; T=90% will score 80% or better on MCFT 562 Integrated Theory of Change paper (PRECLINICAL)	80% of 60 possible points=48
	Exit Survey – program's achievement of SLO 1.2	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement	80% rating SLO on a scale of 1-4 as

Student Learning Outcome	Where Assessed	When Assessed	Assessment Benchmarks (B) & Targets (T)	80% Benchmark and 90% Target Identified
			of SLO 1.2 as 3.0 on the Exit Survey (CLINICAL)	Sufficiently well (3) or better (4) 90% for target
	Alumni Survey – program's achievement of SLO 1.2	1 & 3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 1.2 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
PG1: Knowledge SLO 1.3: Students apply systems/ relational theories to clinical case conceptualization.	MCFT 504 Case Conceptualization Final Paper	First fall	B=80%; T=90% will score 80% or better on MCFT 504 Case Concept Final Paper (PRECLINICAL)	80% of 66 possible points=52.8
	MCFT 541 Final Case Assessment & Treatment Plan	Second fall	B=80%; T=90% will score 80% or better on MCFT 541 Final Case Assess & Treat Plan (PRECLINICAL)	80% of 60 possible points=48
	MCFT 562 Integrated Theory of Change paper	Second spring	B=80%; T=90% will score 80% or better on MCFT 562 Integrated Theory of Change paper (PRECLINICAL)	80% of 60 possible points=48
	Exit Survey – program's achievement of SLO 1.3	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 1.3 as 3.0 or better on the Exit Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	Alumni Survey – program's achievement of SLO 1.3	1 & 3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 1.3 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target

Student Learning Outcome	Where Assessed	When Assessed	Assessment Benchmarks (B) & Targets (T)	80% Benchmark and 90% Target Identified
PG2: Diversity & Inclusion SLO 2.1: Students self-reflect on the implications of own and others' social location in clinical practice.	MCFT 511 Final Self-Assessment paper	First fall	B=80%; T=90% will score 80% or better on MCFT 511 Final Self-Assessment paper (PRECLINICAL)	80% of 24 possible points=19.2
	MCFT 511 Immersion Experience	First fall	B=80%; T=90% will score 80% or better on MCFT 511 Immersion Experience (PRECLINICAL)	80% of 28 possible points=22.4
	MCFT 582 Final Supervisee Evaluation	Third spring	B=80%; T=90% will be evaluated as 3.0 or better on the MCFT 582 Final Supervisee Evaluation (CLINICAL)	80% of students will receive an overall rating of Meets expectations (3) or better (4) on a 4-point scale. 90% for target
	Exit Survey – program's achievement of SLO 2.1	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 2.1 as 3.0 or better on the Exit Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	Alumni Survey – program's achievement of SLO 2.1	1 & 3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 2.1 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
PG2: Diversity & Inclusion SLO 2.2: Students' clinical practice demonstrates attention to social justice and cultural democracy.	MCFT 526 Clinical Skills	First spring	B=80%; T=90% will score 80% or better on MCFT 526 Clinical Skills (PRECLINICAL)	80% of 36 possible points=28.8
	MCFT 582 Final Supervisee Evaluation	Third spring	B=80%; T=90% will be evaluated as 3.0 or better on the MCFT 582 Final Supervisee Evaluation (CLINICAL)	80% of students will receive an overall rating of Meets expectations

Student Learning Outcome	Where Assessed	When Assessed	Assessment Benchmarks (B) & Targets (T)	80% Benchmark and 90% Target Identified
				(3) or better (4) on a 4-point scale. 90% for target
	Exit Survey – program's achievement of SLO 2.2	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 2.2 as 3.0 or better on the Exit Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	Alumni Survey – program's achievement of SLO 2.2	1 & 3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 2.2 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
PG3: Research SLO 3.1: Students are able to discern the implications of the sociopolitical context within which research is produced and applied.	MCFT 541 Final Case Assessment & Treatment Plan	Second fall	B=80%; T=90% will score 80% or better on MCFT 541 Final Case Assess & Treat Plan (PRECLINICAL)	80% of 60 possible points=48
	MCFT 582 Final Supervisee Evaluation	Third spring	B=80%; T=90% will be evaluated as 3.0 or better on the MCFT 582 Final Supervisee Evaluation (CLINICAL)	80% of students will receive an overall rating of Meets expectations (3) or better (4) on a 4-point scale. 90% for target
	MCFT Program Exit Survey – program's achievement of SLO 3.1	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 3.1 as 3.0 or better on the Exit Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target

Student Learning Outcome	Where Assessed	When Assessed	Assessment Benchmarks (B) & Targets (T)	80% Benchmark and 90% Target Identified
	Alumni Survey – program's achievement of SLO 3.1	1 & 3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 3.1 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
PG3: Research

SLO 3.2: Students draw on the research literature relevant to family therapy in case planning. | MCFT 541 Final Case Assessment & Treatment Plan | Second fall | B=80%; T=90% will score 80% or better on MCFT 541 Final Case Assess & Treat Plan (PRECLINICAL) | 80% of 60 possible points=48 |
	MCFT 582 Final Supervisee Evaluation	Third spring	B=80%; T=90% will be evaluated as 3.0 or better on the MCFT 582 Final Supervisee Evaluation (CLINICAL)	80% of students will receive an overall rating of Meets expectations (3) or better (4) on a 4-point scale. 90% for target
	Exit Survey – program's achievement of SLO 3.2	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 3.2 as 3.0 or better on the Exit Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	Alumni Survey – program's achievement of SLO 3.2	1 & 3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 3.2 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
PG4: Practice & Ethics

SLO: 4.1 Students apply ethical decision-making | MCFT 510 Ethics Exam | First fall | B=80%; T=90% will score 80% or better on MCFT 510 Ethics exam (PRECLINICAL) | 80% of 25 possible points=20 |

Student Learning Outcome	Where Assessed	When Assessed	Assessment Benchmarks (B) & Targets (T)	80% Benchmark and 90% Target Identified
processes to clinical dilemmas.	MCFT 582 Final Supervisee Evaluation	Third spring	B=80%; T=90% will be evaluated as 3.0 or better on the MCFT 582 Final Supervisee Evaluation (CLINICAL)	80% of students will receive an overall rating of Meets expectations (3) or better (4) on a 4-point scale. 90% for target
	Exit Survey – program's achievement of SLO 4.1	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 4.1 as 3.0 or better on the Exit survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	Alumni Survey – program's achievement of SLO 4.1	1 & 3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 4.1 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
PG4: Practice & Ethics SLO 4.2: Students provide competent service according to the AAMFT code of ethics and core competencies.	MCFT 526 Clinical Skills	First spring	B=80%; T=90% will score 80% or better on MCFT 526 Clinical Skills (PRECLINICAL)	80% of 36 possible points=28.8
	MCFT 510 Ethics Exam	First fall	B=80%; T=90% will score 80% or better on MCFT 510 Ethics exam (PRECLINICAL)	80% of 25 possible points=20
	MCFT 582 Final Supervisee Evaluation	Third spring	B=80%; T=90% will be evaluated as 3.0 or better on the MCFT 582 Final Supervisee Evaluation (CLINICAL)	80% of students will receive an overall rating of Meets expectations (3) or better (4) on a 4-point scale. 90% for target

Student Learning Outcome	Where Assessed	When Assessed	Assessment Benchmarks (B) & Targets (T)	80% Benchmark and 90% Target Identified
	Exit Survey – program's achievement of SLO 4.2	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 4.2 as 3.0 or better on the Exit Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	AMFTRB Practice Exam	Third summer	B=80%; T=100% will score 70% or better on MFT Practice Exam (CLINICAL)	100% of students will score 70% or better
	Alumni Survey – program's achievement of SLO 4.2	1 &3 years post-graduation	B=80%; T=90% of MCFT Alumni survey respondents will rate the program's achievement of SLO 4.2 as 3.0 or better on the Alumni Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	Employment in field – December following graduation	December following graduation	B=80%; T=90% of MCFT alumni will report being employed in the field. (CLINICAL)	80% of MCFT graduates 90% for target
PG4: Practice & Ethics SLO 4.3: Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.	Exit Survey – program's achievement of SLO 4.3	Graduation	B=80%; T=90% of MCFT graduate survey respondents will rate the program's achievement of SLO 4.3 as 3.0 or better on the Exit Survey (CLINICAL)	80% rating SLO on a scale of 1-4 as Sufficiently well (3) or better (4) 90% for target
	MCFT 562 Integrated Theory of Change paper	Second spring	B=80%; T=90% will score 80% or better on MCFT 562 Integrated Theory of Change paper (PRECLINICAL)	80% of 60 possible points=48
	MCFT 582 Final Supervisee Evaluation	Third spring	B=80%; T=90% will be evaluated as 3.0 or better on the MCFT 582 Final Supervisee Evaluation (CLINICAL)	80% of students will receive an overall rating of Meets expectations (3) or better

Student Learning Outcome	Where Assessed	When Assessed	Assessment Benchmarks (B) & Targets (T)	80% Benchmark and 90% Target Identified
				(4) on a 4-point scale. 90% for target

V. Recruitment and Admissions Process

The MCFT program seeks to recruit a diverse learning group who share a commitment to applying principles of social justice to systemic/relational practice. To this end, the home [MCFT program webpage](#) makes the following recruitment statement, "The Marriage, Couple, & Family Therapy program is looking for a group of students committed to social equity in the practice of family therapy. We value bringing together therapists-in-training who have a wide variety of experiences in order to learn from each other. We are looking for a rich mix of students who are open to exploring the impact of their own societal context on their future work. We invite applicants from all socioeconomic status, races, gender identities, sexual orientations, nations of origin, ethnicities, ages, religions, and abilities to apply."

The program also seeks to recruit students from a variety of educational and professional backgrounds. Admissions requirements reflect this policy, as stated on the [program website](#), "Students in the Marriage, Couple, and Family Therapy program draw on knowledge from many different disciplines and experiences. Though most applicants hold degrees in psychology, family and human development, or related fields, applicants with other backgrounds will be considered. Applicants who do not have at least 12 semester units of prior coursework related to human behavior may be required to add additional courses to their program of study." Because utilizing the GRE may unfairly affect minority applicants, the program does not require GRE scores.

All core MCFT faculty members participate in the recruitment and admissions process. In the fall this includes facilitating information sessions for prospective students. Faculty are also encouraged to promote awareness of the systemic, social justice focus of the program through their engagement in community and professional networks.

Application Review Process and Criteria
Directions for how to apply are on the [MCFT admissions page](#). Once applications are submitted by January 5, the admissions office prepares files for review and the MCFT faculty reviews applications via the Slate Admissions portal.

 Two members of the MCFT faculty independently review each file according to:
    a.   Relevance of work and volunteer experiences as evidenced in their resumes or other application materials
    b.   Mission fit demonstrated in essay (systemic focus, interest in working with families, social justice interests)
    c.   Academic preparation as evidenced by undergraduate GPA and relevance of prior coursework. (minimum 2.75 GPA). No GRE is required.
    d.   Contribution to social justice mission of the Graduate School
    e.   Ratings and recommendations of three references
    f.   Ratings and other indicators of interpersonal skills.

Applicants rated "high" by at least one faculty person are invited to a group interview on campus. Applicants who live five hours or more away may elect to participate in a virtual group interview via Zoom. Applicants rated "medium" by two faculty may also be invited to interview, depending on the number of applicants. The Admissions office monitors the application process, assists faculty in using

the Slate system, and facilitates communication with applicants.

Students invited for an interview are asked to write an additional social justice statement prior to their interview.

Applicant Interviews
All core faculty members participate in applicant interviews. Current students also participate in the applicant interviews and provide feedback to the faculty.

In the on-campus interviews, 30 applicants are divided into groups of 5 or 6 that rotate together through a series of faculty-led group activities and a student-facilitated Q & A. Examples of group topics include:

- Social justice interests and interests in working with families/relationships

- Reflections on relevance of personal social location to therapy

- Reflections regarding emotional/relational self- understanding

- Discussion of case scenarios as if they were a supervision group

☐

Virtual interviews last an hour and include a group of about 6 applicants. Two faculty members facilitate the interviews with questions similar to those above. Two current students also participate in the interviews. During the last 10 minutes, the faculty members step out so applicants may ask questions of the students.

In each interview format, faculty members rate each prospective student according to the following criteria

- Fit with social justice mission

- Interest in working with families and relationships

- Relational and self-reflective skills

- Openness to learning

The faculty collaborates to finalize the list of those they would like to admit. This list and corresponding files then go to the GSEC Admissions Committee for final approval.

The MCFT faculty as a whole agrees on which applicants to award scholarships based on need and contribution to diversity. (limited by available funds)

VI. Faculty Performance Evaluations

GSEC faculty, including MCFT faculty, complete an annual self-evaluation each spring. This is submitted to the Dean of the Graduate School. MCFT faculty also submits their annual self-evaluation to the CTSP Chair. Administrative duties included in the roles of Program Director and Clinical Coordinator are assessed through this process. The dean and chair may respond to this evaluation during any year. Written responses are due on a regular, rotating basis. This process is connected but in addition to the Lewis & Clark College Faculty Handbook description of promotion and tenure processes. The review schedule and annual faculty self-evaluation requirements are described below, as noted on-line: http://graduate.lclark.edu/faculty/resources/review_and_development/

Annual review

An annual review is conducted in the spring of each year for all faculty according to the timeline that follows. The annual review provides the faculty member and the institution an ongoing assessment of the faculty member's performance and an opportunity for setting goals and establishing a work plan for the year ahead. They are considered part of preparation for major reviews and are included in a candidate's files for these reviews.

Faculty Performance Review Calendar

Assessment Period: Spring/Summer/Fall

Faculty with Term

	May 15 Self-Assessment	**July 1** Chair Letter (Every 3 years)	

Professor Post-Tenure Review

	May 15 Self-Assessment	**July 1** Chair Letter (Every 6 years)	**Aug. 1** Dean Letter (Every 6 years)

Assoc. Prof Post-Tenure Review *(all subsequent)*

	May 15 Self-Assessment	**July 1** Chair Letter (Every 3 years)	

Assoc. Prof Post-Tenure Review *(first)*

Feb. 1 Self-Assessment	**March 15** Chair Letter	**May 1** GPTC Letter

Asst. Prof *(yrs 1,2,4,5)*

Feb. 1 Self-Assessment	**March 15** Chair Letter	**May 1** GPTC Peer Review

Jan.   Feb.   March   April   May   June   July   Aug.   Sept.   Oct.   Nov.   Dec.
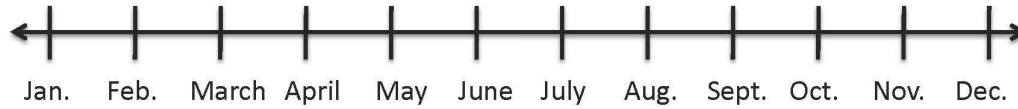
Annual Faculty Self-evaluation
Graduate School of Education and Counseling

<u>Instructions</u>
- ❖ Please use the format below to produce your Annual Faculty Self-evaluation. Change in the relative emphasis of your work in each area over the course of your appointment is expected and should be highlighted in your writing.
- ❖ The schedule for completing the self-evaluation (determined by rank and year) is provided in a separate document. Please submit your self-evaluation to the Dean's Office by email attachment (preferably as a Word document to facilitate compilation of GSEC data).
- ❖ Please include an updated cv with your annual self-evaluation (pdf or Word document).

<u>Format</u>
(1) Teaching and advising
- ➢ Course evaluations (quantitative data summarized, narrative comments included)
- ➢ Reflection on teaching (e.g. achievements, challenges, observations regarding student performance)
- ➢ Considerations/innovations for the future
- ➢ Advising and mentoring graduate students

(2) Scholarship/grant seeking (optional for faculty with term)
- ➢ Publications (by category: book; peer-reviewed article; book chapter; book review; technical report; multimedia; article in review; article in preparation; other)
- ➢ Presentations at professional conferences
- ➢ Scholarly outreach/engaged scholarship (research or collaborative inquiry conducted with community partners to address specific issues or concerns in relevant areas of professional practice; includes tangible products or results that can be documented)
- ➢ Grant seeking (by category: submitted, awarded, not awarded, in preparation)
- ➢ Publications and presentations with graduate students

(3) Service and leadership (includes: committee service; program/department leadership; program development and maintenance; recruitment; accreditation; and related activities)
- ➢ Graduate School
- ➢ Lewis & Clark College
- ➢ Professional organizations (local/state/national/international)

(4) Community engagement (includes: work with community groups, non-profit organizations, schools, clinics, and advocacy groups; making and/or arranging presentations in the community; sponsoring/organizing conferences; collaborating with community leaders on projects; and related activities)

(5) Contribution to the diversity and social justice mission of the Graduate School

(6) Collaboration, mentoring, and building and sustaining positive relationships among the faculty and staff of the Graduate School

(7) Plans for the future (includes: information on new courses; new areas of research; and professional development)

Reviews for Tenure-Track Assistant Professors

Pre-tenure developmental reviews typically occur during the third year of service for tenure-rack assistant professors and are designed to assist faculty members by providing both an evaluation of work already completed and suggesting areas that need further development. It is also intended to provide tenure-track faculty members with an assessment of their progress toward tenure.

Faculty members hired in a tenure-track position will normally be reviewed for promotion to associate professor with tenure during the sixth year of service. Eligibility for tenure review may be negotiated in the letter of appointment.

Reviews for Tenured Associate Professors

Tenured associate professors typically have their first post-tenure review in the third year after tenure is granted. The purpose of the first post-tenure review for associate professors is to provide feedback on the faculty member's professional growth and contribution to the mission of the Graduate School since being awarded tenure, and to provide feedback on progress toward promotion of full professor.

Subsequent post-tenure reviews typically occur every third year after tenure is granted.

Faculty members shall normally be eligible for review for promotion to professor after six years at the associate professor rank. The promotion review serves to evaluate the faculty member's performance for the purpose of promotion to the rank of professor in the areas of teaching, scholarship, and professional and institutional service.

Post-Tenure Review

Post-tenure reviews for professors are scheduled to occur every six years after the rank of professor is achieved.

Faculty with Term Review

There are two types of review for Faculty With Term: annual review and three-year comprehensive review (for positions that could be renewed for an additional period of time). The annual review is conducted each spring in conjunction with the annual reviews of the entire faculty. The three-year review includes a self-evaluation and chair evaluation.

MCFT Faculty, Program Director, and Clinical Coordinator Evaluation

MCFT faculty complete annual faculty self-evaluations as described above. The program director and clinical coordinator are expected to address administrative duties in the section on service. In addition,

the GSEC Dean and/or CTSP Chair meet with program directors to review program developments and goals, program annual reports, and leadership performance of the program director and clinical coordinator.

MCFT faculty has also set the following expectations for themselves as a group. Evaluation of faculty as a whole against these expectations is part of the program annual report.

Table 3. Faculty Effectiveness Benchmarks

Measures of Faculty Effectiveness	Program Goal	Benchmark
1. Draw from systemic, social constructionist, and critical approaches integrating established field standards, while integrating knowledge from related fields.	Goal 1. Knowledge Goal 4. Practice & Ethics	At least 75% of the graduates rate faculty sufficiently or extremely well on this item in the exit survey.
2. Value interdisciplinary knowledge and critique, seeking innovative contextual approaches to working with families	Goal 1. Knowledge Goal 2. Diversity and Inclusion	At least 75% of the graduates rate faculty quite well or well on this item in the exit survey)
3. Encourage growth of student therapists through awareness of their emotional, psychological, and relational styles, family histories, and social identities	Goal 2. Diversity and Inclusion	At least 75% of the graduates will report that faculty helped them grow through awareness. (rated faculty quite well or well on this item in the exit survey)
4. Acknowledge that all knowledge is socially constructed, encouraging students to critique existing family therapy approaches, recognize themselves as knowledge producers, and responsibly apply ideas in diverse contexts	Goal 2. Diversity and Inclusion Goal 3. Research	At least 75% of the graduates will report that faculty helped them acknowledge that knowledge is socially constructed. (rated faculty quite well or well on this item in the exit survey)
5. Advocate for cultural democracy and social equity	Goal 2. Diversity and Inclusion Goal 3. Research Goal 4. Practice	At least 75% of the graduates will report that faculty advocated for cultural democracy and social equity. (rated faculty quite well or well on this item in the exit survey)

6. Create a rich learning, research, and practice environment
   A. Create a learning environment that fosters mutual respect.
   B. Courses are a valuable learning experience that contribute to development of professional knowledge and skills.
   C. Objectives of each course are met.
   D. Clinical supervision effectively promotes SLOs.
   E. Advance equity and social justice in family therapy
	Goal 3. Research
	Goal 4. Practice and Ethics
		A. Mean student course evaluations of at least 4.0 on 5 point scale (Learning environment section)
		B. Mean student course evaluations of at least 4.0 on 5 point scale (Challenge & Relevance section)
		C. Mean student evaluations of course objectives will be ≥ 3.00 (on a 4 point scale) for each course.
		D. Mean aggregate supervisor effectiveness evaluation will be ≥ 3.00 on selected items.
		E. As a group, each year the MCFT faculty will produce at least 2 journal articles or books, 2 professional presentations or workshops, and 2 service activities

VII. Course Structure and Syllabi Guidelines

For the purposes of this policy, the term 'instructor' applies to both full faculty and adjunct faculty. All MCFT instructors are expected to follow the standard MCFT syllabus format, which is in keeping with the policies on the Graduate Faculty Resources website located at https://graduate.lclark.edu/faculty/resources/forms_and_resources/syllabi/. Faculty may access the sample syllabus on the MCFT Faculty Team Folder on the Google drive or from the Program Director. In addition to the standard syllabus, there is a standard MCFT 563 syllabus and a standard MCFT 582 syllabus. Note that in addition to syllabus requirements for all classes in the Graduate School, MCFT courses must include the relevant Student Learning Outcomes and a table that shows how each course objective is evaluated and connected to specific MCFT Student Learning Outcomes, AAMFT Core Competencies, and the AMFTRB Task Statements.

While each instructor retains autonomy regarding how to teach the designated course content, the catalog course description, the MCFT Faculty Team shares development of the MCFT curriculum. Program changes are also subject to review by the GSEC Curriculum Committee. Changes in course content are limited as described below.

Changes in course descriptions must be developed by the MCFT Core Faculty and submitted to the GSEC Committee for approval.

Each course is tied to specific Student Learning Outcomes in the MCFT Curriculum Map. Changes must be reviewed and approved by the MCFT Faculty Team.

Minor changes in assignments and evaluation rubrics used to assess aggregate achievement of Student Learning Outcomes at the program level should be shared with the Program Director so they are reflected on outcome measures. More substantial changes should be shared with the

MCFT Faculty team.

All syllabi must state the CTSP department attendance policy (described below) and use it as a guide for responses to students. Any suggestions for change to this policy would need to be addressed at the department level.

The statement on Disability Services describes how students may seek accommodations for disabilities that may interfere with their learning. The wording may not be changed. Requests for guidance or feedback may be directed to the Student Support Services Office.

Policies on Disclosure of Personal Information and Cell Phone Usage are set by the program. Suggestions for change or additional program policies should be brought to the MCFT Faculty Team.

Class Meetings

Classes must start and end according to the information in WebAdvisor. This applies to both individual sessions and actual dates of class. The graduate school does not have a finals week. The number of sessions of a course may vary and need to be worked out in collaboration with the Program Directors and CTSP Administration Specialist responsible for scheduling.

Instructors must meet with their classes for the required number of hours, listed below:
1 semester hour = 15 hours
2 semester hours = 30 hours
3 semester hours = 45 hours
4 semester hours = 60 hours

MCFT 582 internship courses offered at the Lewis & Clark Community Counseling Center include live supervision and conform to the operating hours and service provision needs of the CCC and thus exceed the number of contact hours listed above.

CTSP Departmental Attendance Policy

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness may be seen as an absence that requires make-up work.

Instructor Attendance

Instructors should be present for all class sessions, including times when guest speakers are presenting. In the unlikely event that an instructor needs to be absent for professional reasons, a substitute arrangement for class needs to be made in advance. If an instructor needs to cancel a session, they need to contact the CTSP office. The office staff will email the students and appropriate program director(s). Missed class time must be made up either through another class session or through an additional activity to be determined by the instructor.

Evaluation and Grading

Syllabi should include clear descriptions of major assignments and activities and how grades will be determined. The expected format for work, due dates, and criteria for evaluation should be provided, as well as your method of determining final grades. Evaluation rubrics are recommended. How course participation will be evaluated should also be clearly outlined.

To record grades, instructors must access their course through the grading portal on WebAdvisor. Grades must be entered by the date listed on the academic calendar, typically by noon on the Tuesday following the end of the term. Faculty are responsible for attending to grade due dates in a timely fashion; the registrar's office does not send an advance reminder.   Instructions are available on https://graduate.lclark.edu/faculty/resources/forms_and_resources/grading/

Before access to the WebAdvisor is granted, faculty must complete The Family Educational Rights and Privacy Act (FERPA) training offered through the Human Resources Office.

Per the registrar's office, grades may be entered as follows:

Letter grades
Use one of the following: A, A-, B+, B, B-, C+, C, C-, D+, D, or F

Credit/no credit grades (same as pass/fail)
Please enter: CR for credit, or NC for no credit (CR is granted for A or B level graduate work only)

Incomplete grades
A grade of Incomplete (INC) may be given when circumstances beyond the control of the student prevent him/her from completing the course on time. It is the responsibility of the instructor, in consultation with the student, to decide whether the student has a legitimate reason for not completing the work on time. The date by which the Incomplete must be made up is one year following the last day of classes of the semester. Once the Incomplete is made up, the instructor must submit a Supplemental Grade Change form to the Graduate Office of the Registrar. An Incomplete grade that is not made up within the due date becomes a permanent grade of Incomplete.

Deferred grades
A grade of Deferred (DFD) is a temporary designation normally used at the end of a semester for a course continuing for more than one semester. Assigning a DFD grade indicates that the student has been participating in the course at least up to the point the term has ended and the DFD grade is assigned. When the full sequence is completed, a student receives a grade.

As per GSEC Minimum passing grade policy, grades below a B- may not apply toward graduate credit. If the course is required, the student will need to retake it. As per GSEC Satisfactory Academic Progress policy, if a student receives a grade below C-, two grades below B-, or a NC (No Credit), the registrar will immediately withdraw the student from the program.

Once a grade is recorded, it is permanent. Unless an instructor and the department chair agree to approve a grade change or the grade is successfully appealed, no grade will be changed except to correct a clerical or computational error. In the event the instructor and the department chair agree to approve a grade change or an appeal is granted by the department chair or dean, a Change of Grade form

explaining the reason(s) for the change must be submitted to the registrar's office by a member of the faculty. No grade may be changed after one year from the date of issuance.

Questions regarding the grading process may be directed to the Graduate Registrar's Office at gradreg@lclark.edu or by calling (503)768-6030.

Course Evaluations
The Graduate School utilizes an on-line course evaluation system. Details regarding this process may be found at https://graduate.lclark.edu/about/research_and_assessment/course_evaluations/

To insure a high rate of completion, instructors should plan time for students to complete the evaluation in class. Ask students to bring an electronic device to class and/or arrange for the class to use iPads available from the Research and Evaluation Office. and direct students to http://go.lclark.edu/evals. Instructors must leave the room while students complete their evaluations. Course evaluations include questions in the following areas:
    Diversity, Equity, and Cultural Competence/Responsiveness
    Organization and Structure
    Learning Environment
    Expectations and Feedback
    Challenge and Relevance
    Course Overall

Along with the course evaluation, MCFT students also rate their perception of the extent to which each of the specific objectives for the course were achieved.

Academic Integrity

According to the Graduate Catalog, standards for professional conduct and academic integrity are rooted in the fundamental values of honesty, tolerance, respect, fairness, and the collective pursuit of knowledge. Academic dishonesty or cheating involves the use of any method or technique enabling a student to misrepresent the quality or source of their academic study, scholarship, or field practice. Academic dishonesty with respect to written or other types of assignments includes, but is not limited to: failure to acknowledge the ideas or words of another that have consciously been taken from a source, published or unpublished; placing one's name on papers, reports, or other documents that are the work of another individual, whether published or unpublished; flagrant misuse of the assistance provided by another in the process of completing academic work; submission of the same paper or project for separate courses without prior authorization by the faculty in both courses; fabrication or alteration of data; and knowingly facilitating the academic dishonesty of another.

Acts of academic dishonesty and professional misconduct are contrary to the mission of Lewis & Clark and constitute a serious breach of trust and expectations for appropriate behavior among community members. When a student violates the requirements of academic integrity or professional conduct, and this breach cannot be effectively addressed through a prescribed course of action within the parameters of the class or field placement, dismissal may be considered. In certain situations where there is cause to believe the level of misconduct brings into question the personal qualities necessary to perform as a scholar or practice as a professional, dismissal from the program may be required. In addition, because each act of misconduct harms the entire community, all individuals—students, faculty, and staff

members alike—are responsible for encouraging the integrity of others: by their own examples, by confronting individuals they observe committing dishonest acts, and/or by discussing such actions with a faculty member or dean. When any individual violates this community's standards, Lewis & Clark is committed as a community to take appropriate steps to maintain standards of academic integrity and professional conduct. These steps are described in the section on student review, remediation, and dismissal.

Teaching Resources

Information regarding classrooms, technology, course materials, library resources, and book ordering is available at https://graduate.lclark.edu/faculty/resources/forms_and_resources/. It also includes an adjunct checklist.

Moodle, a web-based course management system consisting of multiple tools that allows instructors to distribute information and communicate with students, is available for every course. Instructions are provided when instructors log in at https://moodle.lclark.edu/. Moodle pages may also be created for other needs, such as to support clinical supervisors.

A bibliography on teaching may be accessed via https://graduate.lclark.edu/faculty/resources/teaching_and_scholarship/.

Technology Support

Immediate support is available 9-5 M-F through the IT Service Desk—ext 7225 or 503-768-7225. The current Educational Technology Specialist for the Graduate School is Patricia Palczewska. She is located in Rogers 403 and may be contacted at ext. 6195 or **palczewskap@lclark.edu**.

In additional to personal support as described above, the Information Technology department provides many training programs and opportunities. These may be accessed at https://www.lclark.edu/information_technology/ or the numbers above, as well as via regular training announcements via email.

VIII. Instructor/Student Dual Relationships

Students are to refrain from registering for classes with former or current therapists. Students should inform the respective program director as soon as possible if there are no other options of instructor for the class. Additionally, students should refer to their program's ethical standards regarding dual relationships.

Faculty are to also avoid having former or current clients enrolled as students in their classes. If a faculty member has a current or former client registered for their class, they must inform the respective program director as soon as possible before the class starts or as soon as the faculty member becomes aware of the situation.

IX. Student Support and Concerns

Advising & Mentorship
All core MCFT faculty members serve as student advisors. The CTSP office randomly assigns new students to an advisor with an eye toward keeping the number of advisees per faculty relatively equal. Core faculty are required to be available for advising at least four hours per week. At least two of these should be scheduled and two others should be flexible to meet the needs of students who cannot make the scheduled office hours. When meeting with students, faculty should make a note in the student's file to document the issues addressed and conclusions or agreements.

Student Resources
Students are expected to know and comply with program, departmental, and Graduate School academic rules established in the following publications. MCFT Faculty advisors should direct students to these resources and may assist in reviewing them, however a student who is uncertain about the application of Graduate School rules to his or her circumstances has the responsibility to seek clarification from the Dean to ensure proper compliance.

MCFT Student Handbook. Information specific to the MCFT program and CTSP departmental policies is provided, as well as directions to resources for Graduate School policies. It is available on the MCFT program webpages in the section called Handbooks and Forms. The handbook is updated yearly by the Program Director.

MCFT Clinical Training Handbook. This manual explains the processes involved in obtaining a field placement, describes professional expectations and clinical requirements, how to count client contact and supervision, and the forms needed to document these activities. It is available on the MCFT program webpages in the section called Handbooks and Forms. The handbook is updated as needed by the Clinical Coordinator in collaboration with the Program Director.

Current Students Website. The graduate school has created a website for all current students that contains links to important resources (like how to order transcripts, find your financial aid award amount, or reset gmail passwords), as well as news and announcements (including job postings, updates from campus offices, etc.) and event listings. It's updated weekly. It can be found at graduate.lclark.edu/current_students.

Graduate Catalog. The Graduate School of Education and Counseling Catalog assists students in understanding program requirements, gives course descriptions, and also contains in-depth information on policies and procedures. It is available online at docs.lclark.edu/graduate.

Graduate Registrar. The Graduate Registrar's website, graduate.lclark.edu/offices/registrar, contains vital information regarding course schedules, downloading forms (e.g., leave of absence, transcript request, degree application), and Academic Calendars.

Navigator Student Handbook. The Lewis & Clark Graduate School of Education and Counseling publishes a student handbook, the Navigator (graduate.lclark.edu/student_life/handbook), on the graduate school website. The handbook contains helpful information and critical policies that all students should be acquainted with. The Navigator includes College policies, such as:

Academic Freedom in Courses and Scholarship
Alcohol and Drug Policy
Confidentiality of Records
Disability Policy
Discrimination and Harassment
Hate and Bias Motivated Incidents
Public Laws policy
Sexual Conduct Policy and Sexual Harassment
Transportation and Parking Regulations
Withdrawal of Students

A complete list of these policies can be found at
graduate.lclark.edu/student_life/handbook/college_policies.

Student Advisory Board
Each cohort elects three persons to represent them on the Student Advisory Board (SAB). This board advises the program director and faculty regarding curricula, diversity, program climate, policies, and other matters of interest and importance to students and faculty and also serves to support communication and connection among students within and across cohorts. The SAB meets at least once yearly with the entire MCFT faculty and periodically with the Program Director or designated faculty member in response to specific initiatives or as new concerns arise. Either students or faculty may initiate such meetings. A description of the purpose of the SAB and responsibilities of cohort representatives may be found on the MCFT webpages.

Release of Educational Records for Recommendations
If faculty plan to provide a recommendation which speaks to a student's performance in your class, the student will need to complete a release form. Students may find this form in the forms area of the Registrar's Website or on the MCFT webpages in Handbooks and Forms. This form should be maintained for five years after the student leaves the college. It is recommended that you send the form to the Registrar's Office for inclusion in the student's file, which then relieves the faculty member of the burden of storing the document securely in their records.

Student Concerns, Complaints, Grievances
Each student should be educated in a supportive, congenial, and professional academic environment. Any student who believes they have been unfairly evaluated or is the victim of harassment has the right to a fair and timely procedure for review and resolution of their grievance(s). The MCFT Student Handbook outlines both informal and formal processes to address the following:

Discrimination and Harassment--if any member of the Lewis & Clark community believes they are a victim of discrimination and harassment

Academic Grievance--If a student alleges that a final grade in a course is an inaccurate reflection of her/his performance

Evaluations--If a student alleges that an evaluation in a course or internship is an inaccurate reflection of her/his performance.

Site Supervisors--In the case of a grievance against an internship/practicum site supervisor

Course Concerns--If a student alleges that a course is not being presented in a professional manner

Students may also seek guidance for addressing their concerns from the following:
Ombuds Office. A confidential and informal place where students can talk about a campus-related concern with a neutral person. ombuds@lclark.edu or 503-768-7336
Student Support Services. Includes a grievance policy regarding actions directed against them related to disability or perception of a disability.

Reporting a Title IX complaint: https://www.lclark.edu/about/title_ix_compliance/

Reporting and Addressing Safety Concerns

The **Welfare Intervention Network (WIN)** is a dedicated team of Lewis & Clark staff who work together to share information and plan appropriate outreach efforts to help students, faculty, and staff who may be a risk to themselves or others. Please consider passing information to a WIN member whenever there is a potential serious threat to the health or safety of one of our community members (*faculty, staff or student*). Visit the WIN **webpage** for information about how to pass along information. **Please note that if you or someone else is facing imminent risk, you should always contact Campus Safety immediately at (503) 768-7777.**

X. Student Retention, Review, Remediation, and Dismissal

Through transparency about the systemic, social justice mission of the MCFT program and careful applicant review, we anticipate that admitted students will be a good fit with the program mission and aspire to help them successfully complete the program. The program is committed to supporting students through times of personal and/or family struggles and in remediation efforts when student performance does not meet expectations. The faculty also supports students in their determination of whether the family therapy field remains a good fit for them, and is mindful of our responsibility to the field and to client welfare that all graduates demonstrate competent, ethical MCFT practice.

As described in the MCFT student handbook, program faculty review the progress of all students on a regular basis. Admission to the program does not assure that student's fitness to remain. The faculty is responsible for assuring that only those students who continue to meet program standards are allowed to continue in any program. The criteria used to make such judgments, include but are not limited to, instructors' observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in practice situations, overall professional attitudes, dispositions, and behaviors, and the AAMFT and OBLPCT codes of ethics. In this context the term "unsatisfactory progress in the program" refers to an academic judgment made regarding professional qualities and performance. It is a judgment that the student has failed to meet program standards.

Faculty members meet on a regular basis to review the progress of all students using records review, discussion, and consultation with adjunct faculty, staff and graduate school administrators. If it is

determined that the student needs additional support, or is not meeting program standards, an informal or formal plan may be developed, or dismissal from the program may be considered. Informal plans may take the form of an advisor or program director meeting with the student, revising a plan of study, referral for personal counseling, or other needed supports. While we hope to resolve all student difficulties at an informal level, faculty may deem it necessary to initiate a formal process for Conduct or Academic Performance at any time dependent on the issue that needs to be addressed and the student's openness to supervision.

Academic Performance/Professional Conduct Review (APR/PCR) Panel and Appeal Process
Program directors will convene an Academic Performance Review (APR) or Professional Conduct Review (PCR) in cases where there is a concern that a student is not meeting academic performance standards or professional conduct expectations in the program. Questions about academic performance or professional conduct may include whether a student is ready/able to perform successfully in a practicum, internship, or other field experience; whether a student has met the requirements or prerequisites for moving forward in the program, whether the student has demonstrated the knowledge, skills, and dispositions for success in the profession, and/or concerns about any of the Professional Qualities / Standards indicated on the Professional Qualities Evaluation or Professional Standards form.

When an instructor or faculty member is concerned about a student's performance and an APR is needed, the review committee asks that a Professional Qualities Evaluation (PQE) / Professional Standards form be filled out and given to the student's program director if one has not already been completed. Students cannot initiate a PQE / Professional Standards form. The APR faculty members may also ask other instructors or supervisors who have had contact with the student to complete a PQE / Professional Standards form to gather needed information. Faculty may offer input to the panel at any time, but anyone providing documentation should address their own experiences with the student without making determinations as to the outcome of the APR. No individual has all the data seen by the review committee; for that reason, it is the role of the committee to determine the information necessary to make academic decisions about the student concerns.

Academic Performance Reviews and Professional Conduct Reviews include the following steps:

1. A Student Professional Conduct Review (PCR) or APR will be conducted in cases where significant concern has been expressed by a faculty member regarding a student's conduct or performance in the classroom, at a field site, or in interactions with peers, faculty, staff, or the public in any context.

2. The faculty member who has identified this concern will request a review in writing, outlining the nature and significance of the concern. The faculty member will describe prior feedback given to the student, where appropriate, and include any relevant documentation. This request will be submitted to the program director, and copies will be sent to the student, the student's advisor, and the department chair. The student will be informed of the policies outlined here and in the relevant program handbook. Students will be made aware, through these or other materials, of the possible outcomes of the review.

3. The program director will schedule a PCR or APR meeting to discuss the concerns raised by the faculty member. The program handbook will provide additional information about the required and discretionary participants in this meeting, but all review panels will include the following: the student, the student's advisor or designee, a faculty member who can present the details of the

situation or concern, the program director, and a faculty member outside the student's program. There may be instances where the student's advisor or the program director also serve the role of faculty member presenting the details of the situation or concern. The student may elect to bring one other person to support them; this person can be another student, a faculty member, or a professional from the student's field placement. The person invited to attend by the student is present for support and may not participate in the discussion. More than one meeting may be required to reach a final decision regarding the outcome of the review. This result will be communicated in writing to the student within three weeks of the meeting. If more than one meeting is required, the result will be communicated in writing within three weeks of the final meeting. If a student refuses to attend the review meeting, the panel will meet in their absence and will retain the authority to make decisions regarding the student's future in the program.

4. The possible outcomes of the review include: a written response from the student indicating their understanding of the concern and plan for resolving it; a written plan of assistance that outlines the actions to be taken by the student and the consequences for being unsuccessful in meeting its terms; approval of a leave from the program, pending specific actions taken to address the concerns raised in the student conduct review; and dismissal from the program. Each program handbook will provide additional information regarding the process of review. All written documentation submitted for the review and concerning its outcome will be retained in the student's file. Any decision to dismiss a student from a program will require the review and written approval of the department chair.

5. Students may submit a written appeal of the decision made by the review panel to the relevant department chair within two weeks of the panel's decision. If no appeal is received during the two weeks following the review meeting, the recommendation of the panel will be considered accepted by the student. If an appeal is submitted, the department chair will provide written notification of a decision within two weeks of receiving it. Students may submit a written appeal of the department chair's decision to the dean of the graduate school within two weeks of receiving the department chair's notification. The dean of the graduate school will provide written notification of the decision regarding the appeal within three weeks of receiving it. The dean's decision is final.

XI. Additional Procedures: Requesting Program Resources, Offering Electives, International Travel, Thesis Committees, Student Involvement in Faculty Research, Off-Track Clinical Training Protocol

Requesting Program Resources.
MCFT program needs are met through the CTSP – GSEC budget. Requests for expenditures must go through the CTSP Chair. When there are atypical program needs, e.g., assessment course materials, accreditation fees, they should be identified and commnicated to the CTSP Chair by September of each year. The CTSP budget is developed in September and October for the following fiscal year. The budget cycle for the MCFT program is diagrammed in Appendix B.

Specialty Tracks
The MCFT Program Director oversees all specialty tracks. Various faculty may be assigned specific oversight of each track. In their first term, students and their advisors sign a plan of study that indicates

which track, if any, they plan to complete and students upload this to Taskstream. The CTSP Administrative Specialist reviews study plans to assist in course scheduling. Students should inform the CTSP office if they change their planned tracks.

Electives
Elective courses are determined in collaboration with all CTSP programs to ensure the correct number of electives is offered each semester. All program faculty members should have equal opportunity to offer electives in their specialty areas. In consultation with the Program Director, MCFT faculty members may also propose a specialty topic for a MCFT 563 Treatment Issues in Family Therapy offering. Timing and scheduling of MCFT 563 course offerings need to be coordinated with the MCFT Program Director and CTSP Administrative Specialist so that multiple offerings are available across each semester.

International Trips
Faculty who wish to conduct a CPSY 902: Culture and Community Course must:
1. Collaborate with MCFT program director and faculty and CTSP chair and faculty to determine interest, relevance, and timing of course;
2. Develop a budget for CTSP Chair and GSEC Dean approval;
3. Work with CTSP staff to implement course;
4. Follow all established guidelines for facilitating an international course (see documents in registrar's office).

Thesis Chair
The guidelines and process for students to apply to complete a thesis and Master of Science Degree are outlined in the MCFT Student Handbook and posted on the MCFT webpages in the Handbooks and Forms section. Requirements for the MS degree are also in the Graduate Catalog. Students interested in pursuing this option must join the faculty research projects and align their work to the faculty lines of expertise and interests. Interested students should meet with a variety of faculty to discuss their research interests. When students apply to do a thesis, they may indicate the faculty member they prefer to work with, however this choice is not guaranteed, and the MCFT faculty team will determine thesis committee chairs based on faculty loads and interests. Every attempt is made to balance committee workloads between faculty. Faculty involvement in student theses is considered part of the expected workload and does not carry additional units on their workload plans.

Student Involvement in Faculty Research
Students do not need to be working on a thesis to be involved in faculty research. The Graduate School encourages faculty to engage students in their research and other professional development activities. The Graduate Dean typically makes available a pool of funds to support Student Research Assistants each year. Faculty are encouraged to watch for these announcements and apply by the stated deadline.

Off-Track Clinical Training Protocol
In some instances, students may begin or extend their clinical training beyond the standard four semester (12-15 month) timeframe for MCFT 582. In these cases, faculty advisors and the clinical coordinator will need to facilitate an individualized clinical training plan.

The general process will include the following steps:
1. Students will meet with their faculty advisor to map out the number of MCFT 582 Internship in MFT units they will need to enroll in each semester across their program plan. A minimum of 1 unit of MCFT 582 is necessary for each semester that students will be clinically active. The

individualized plan must include at minimum, the 13 units of MCFT 582 required by the program. In some situations, additional units of MCFT 582 may be needed to ensure full attainment of required clinical training hours and adequate level of clinical competency. Only 13 units of MCFT 582 will count towards the graduation requirements of the program.

2. The faculty advisor will communicate individualized plans to the clinical coordinator for their records, planning of enrollment in internship sections, and to ensure AAMFT approved supervision is provided.
3. The clinical coordinator will ensure the student receives AAMFT approved supervision by assigning them to a particular supervisor or internship section.
4. The clinical coordinator will request for individualized sections of MCFT 582 to be created by the CTSP administrative specialist before registration each semester.

Volunteer positions with Problem Gambling Services may culminate in a GA Counselor position. This will mark the beginning of the clinical training process for those students, and typically begin in the fall of their second year. Faculty advisors, the clinical coordinator, and students should refer to Appendix D for a fully detailed description of the protocol to follow.

Appendix A: Division of Staff Responsibilities

CTSP Operating Staff Duties
Updated January 2018

.6 FTE Administrative Coordinator

Administrative Support
- Answer phones, department emails, inquiries
- Take meeting minutes for PMHC/PMHC-A and Clinic Advisory Group meetings
- Perform tasks requested by faculty and all special projects as requested by the Chair
- Filing (during times not supported by student worker)
- Backup supervision of student worker

Field Placements
- Practica and Internships: In coordination with the Placement Office, gather site surveys and supervisor resumes. Create and maintain site and placement records in Task Stream.
- Collect, process, and track PMHC/PMHC-A Practicum and Internship placement agreements, hours reports, supervisor evaluations, exit paperwork. Enter evaluation data into Task Stream.
- Support PMHC/PMHC-A faculty in assigning students to Practicum and Internship sections. Set registration permissions in Colleague.
- Support for Internship Fair: managing supervisor invitations/RSVPs, event set-up, materials.
- Collect and track student liability insurance certificates.
- Keep forms and documents up to date.

Licensing
Process requests for verification of education and clinical hours for licensure – prepare for faculty signatures.

Campus Administrator for NCE and CPCE Exams
- Obtain release forms from students and provide eligibility information to NBCC
- Schedule room, order exam materials, other preparation for exam administration
- Field questions from students
- Assist faculty in finding proctors, and oversee proctors' administration of exam and handling of materials
- Facilitate exam accommodations
- Receive and distribute scores to faculty and students, and enter into Task Stream

Background Checks
- Liaison with background check provider.
- Manage process for students.
- Collect and track results, flagging for faculty review when necessary. Upload and evaluate results in Task Stream.

Data Management
- With Assessment Coordinator, create and manage Task Stream templates and programs for PMHC/PMHC-A. Assist MCFT and SPSY as requested.
- Task Stream point person for department staff, faculty, and students.
- Conduct student Task Stream trainings in Intro classes
- Task Stream data entry of placement records, supervisor evaluations, and other student information.

Accreditation
Support the accreditation process as needed, especially for SPSY program, including managing data in Task Stream.

Support for Community Counseling Center
- Take meeting minutes for Clinic Advisory Group
- Communicate with Clinic Director, faculty, and students about hour logs and agreements
- Event planning and other assistance as requested by Chair and/or Clinic Director

Manage SPSY Test Kit Inventory
Note: As of Fall 2017, this process has transferred to the Finance and Operations Office.
- Add new kits into inventory: create database records, tags, and checkout cards
- Manage checkout and return process for students
- Maintain organized and accurate storage area and database records

1.0 FTE Administrative Coordinator

Works closely with program directors to **coordinate and manage student benchmarks from matriculation through program completion.** Oversees maintenance of databases related to program and accreditation needs that are initiated at the department level to meet the requirements for multiple accrediting and program approval bodies, including the National Council for Accreditation of Teacher Education (NCATE), the National Association of School Psychologists (NASP), the Oregon Teacher Standards and Practices Commission (TSPC), the Commission for Accreditation of Counseling and Related Educational Programs (CACREP), the Commission for Accreditation of Marriage and Family Therapy Education (COAMFTE), and the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT).

Acts as liaison to office of Research and Assessment, (R&A), prompting R&A when routine data needs to be collected to ensure all data is secured according to accreditation outcome based evidence needs and disseminated to program directors in a timely manner. Supports program directors in preparing data for both annual reports and periodic self-studies for outside discipline specific accrediting bodies.

Assists all programs with data management for accreditation requirements. This includes creating and tracking surveys sent out to current and graduated students. Collecting student demographics and maintaining and updating employment and licensure information. **Creation of an alumni network** to maintain correspondence among alumni and current students in regards to accreditation requirements and standards.

TaskStream: Assists with placement management and electronic portfolios for students.
Collects and ensure completed contracts for all MCFT interns. Responsible for maintaining and updating placement information for each student in the placement management database. Manages agency and supervisor information in placement management database. Responsible for confirming retrieved and completed evaluations of students and supervisors in the portfolio database. Assists MCFT program and School Psych with program DRF to ensure complete information is collected for student portfolios.

Responsible for evaluating specific assignments and requirements in program databases and working closely with clinical coordinators to maintain placement information requirements for program reports.

Registration: Monitor and evaluate required documents needed from students to start practicum and internship. **Gives permission for MCFT and SP practicum and internship sections.**

Answers heavy volume phones and responds to "in person" inquiries from prospective students regarding four graduate programs. Manages heavy volume of phone calls for faculty and student needs. **Provides detailed information on admission and registration requirements. Assist with program information sessions. Act as the first point of contact for potential students and answer inquiries about programs.** Connect potential students with faculty, program directors, etc. Meet with potential students to discuss programs, arrange campus tours, etc.

Prepares and submits reimbursement requests with approval of the department chair. Tracks course fees, international trip budgets, and submits payments or reimbursements.

Oversees and supervises student workers. Monitors student worker budget, checks for errors and discrepancies. Hires, trains and coordinates job priorities. Monitors, checks and submits student worker's hours to payroll.

Coordinates with department chair, program directors, faculty and staff on **recruitment and marketing strategies, arranges information sessions and webinars, and produces news articles as requested by program.** Updates program and employment opportunities on department webpages. Manages web pages related to volunteer opportunities and licensing information. **Manages CTSP department email and voicemails**. Communicates with students about announcements, class/cohort advertising, program requirements, job opportunities, etc. **Maintains Facebook groups for programs.** Provide timely response to program students acting as first point of contact through telephone, email, and in person.

Coordinates events and catering for the department and programs. Assists with planning and coordination of department new student orientation and department internship fair. Communicates with outside vendors and companies for events and purchases. Provide all materials for meetings: table signs, name badges, folders & materials for attendees. **Assists with admission interviews for all programs as needed. Assists PMHC and PMHCA admission interviews by holding Q&A sessions.**

Attends MCFT program meetings and takes and distributes meeting minutes. Tracks decision and action items for follow-up when necessary. **Assist program in international course paperwork, promotion, and marketing.** Gather and track applications, required forms, etc. **Manages student clinical paperwork.** Ensures that contracts and hourlogs are accurately tracked and entered in TaskStream/FileMaker Pro databases and that all evaluations are collected and sent to R&A for data assessment.

Maintain and regularly audit student files for the MCFT and School Psych programs. Meet with MCFT students and review student files prior to program completion. Assists with program completion paperwork and program completers reports for School Psych.

Archiving student files. Move newly completed student files to archives within program/department offices. **Send files to Archives (Watzek Library) a given number of years after program**

completion, based on program. Maintain list of all archived files. Communicate with Archives (Watzek Library) when requesting archived student files.

Ongoing planning and development for department alumni database. Collection and maintenance of alumni demographics.

Assists CTSP clinical courses and administrative tasks at LC&CCC. Manages MCFT student contracts and placements, volunteer contracts, PGS contracts, and all hourlogs. Data management for programs and LC&CCC.

Assists the Department Chair with Special projects and other duties as assigned.

<u>**1.0 FTE Administrative Specialist**</u>

Creates, updates, and maintains course schedules for five graduate programs. Serves as primary contact for all issues related to course schedules, including initiating communications with department faculty and providing course information to prospective and new adjunct faculty. Ensures that courses shared across different programs do not conflict. Monitors course enrollment to determine need to cancel/add sections and/or adjust course capacity.

Works with Department Chair in creation and maintenance of annual departmental operating budget. Closely monitors and reports expenditures and program expenses for use in budget preparation by Chair. Investigates and resolves discrepancies.

Provides credit hour projections & reports on behalf of Department Chair for annual GSEC budget. This involves knowing the cohort sizes for each program per start year, course sequences for each program, work plans for all faculty, and planned elective offerings.

Serves as main departmental contact with Graduate Admissions office during admissions cycle every spring semester. Tracks applicant files, assigns faculty reviewers, and schedules group and Zoom admissions interviews. Tracks faculty ratings which are used for admissions decisions. Assigns faculty advisors to deposited applicants. Answers questions concerning current department policy in relation to admissions, proposes changes to policy and procedures.

Serves as main contact for all department adjunct faculty. Communicates with new adjuncts, coordinates with HR, Graduate Registrar's Office, and Graduate Dean's office to complete adjunct onboarding process. **Works with Graduate Dean's office for all adjunct contracts, orders desk copies, orients new adjuncts to office procedures. Collects adjunct vitae and syllabi.**

Updates and maintains CTSP forms and publications, including program handbooks, planning and sequence sheets. Assists Department Chair in developing common department policy language for program handbooks. **Serves as final departmental editor on Graduate Catalog production.** Work with GSEC Director of Communications on changes and improvements. **Formats and edits faculty journal articles, book chapters, and papers as time allows.**

Attends and takes minutes at monthly CTSP Department and CTSP Program Directors meetings. Minutes are utilized by faculty and during accreditation reporting. Tracks faculty decisions and action items to ensure follow-through and maintain department efficiency.

Collects all course syllabi and faculty/adjunct vitae. Ensures syllabi meet all accreditation standards for three different accrediting institutions. **Collects work plans for all regular faculty**, and supports Department Chair in maintaining work plan accuracy throughout the year, working with faculty and making changes to work plans as needed.

Maintains CTSP website. Uploads course syllabi every semester to provide online archive. Works with program directors to ensure that web content meets accreditation standards.

Manages FileMaker Pro database to track all incoming and current students. Resolves discrepancies and errors between Colleague and FileMaker Pro databases. Provides reports to Program Directors and Department Chair as needed.

Communicates with graduate students regarding course registration process. Answers questions about course offerings and assists students with registration issues. **Provides registration permissions in Colleague.** Ensures that students have met requirements (prerequisite courses, forms submitted, or faculty approval) prior to permission. **Coordinates Special Student process for department.** Works with Program Directors to secure registration approval for Special Students, coordinates with Graduate Registrar's office to set up students in Colleague.

Coordinates contract requests for all adjunct faculty and regular faculty teaching overload courses. Works with Graduate Dean's office to ensure faculty contracts match work plan content. Tracks other contract needs, such as stipends for supervision and program administration, and requests additional contracts as needed.

Coordinates department process for degree applications. Receives applications from Graduate Registrar's office, secures faculty signatures, returns completed applications to Graduate Registrar's office. Tracks applications to ensure they are completed on time to verify students' ability to graduate.

Supports Department Chair and program faculty with accreditation process. Assembles documents, formats and edits accreditation reports, ensures that reports reach accreditation institutions on time. Maintain collection of reports to assist with future accreditation cycles.

Edits and formats documents and publications for the Lewis & Clark Community Counseling Center as needed. Works with Center Director to ensure that all publication needs are met in a timely manner.

Supports CTSP department office. Answers phones and emails, perform tasks requested by faculty, assist with special projects as requested by the Department Chair. Help maintain office equipment and general office appearance. **Orders office supplies as needed. Checks mail daily**.

Appendix B: Program Approved Externship Supervisor Criteria

(Site Supervisors only)

LMFTs
Externship site supervisors must be AAMFT Approved Supervisors/Candidates (preferred) or approved as equivalent based on the following criteria:
- Be licensed as a marriage and family therapist, and
- Have completed a 30-hour supervision training course (may enroll in the Lewis & Clark continuing education course in supervision during the first semester the student is on site), and
- Have additional training in family therapy supervision within the first year of acting as a site supervisor (may enroll in Lewis & Clark continuing education in family therapy supervision).
- Supervision of supervision preferred.

Non-LMFTs
On a case-by-case basis, the MCFT Clinical Coordinator may also approve supervisors who demonstrate a systems/relational approach, but are not an LMFT, if they meet the following:

1. **Licensed Mental Health Professional**. What is your license?
   ☐ LPC
   ☐ LCSW
   ☐ Psychologist
   ☐ Other _____

2. **Systemic Educational Background**. Have you completed at least 3 Credits/4 quarter credits/45 clock hours of CEU training in each of the following areas?

   A. **Foundations of Relational/Systemic Practice, Theories & Models**
   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.
   ☐ Yes
   ☐ No

   B. **Clinical Treatment with Individuals, Couples and Families**
   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. Must include content on crisis intervention.
   ☐ Yes
   ☐ No

   C. **Diverse, Multicultural and/or Underserved Communities**

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.

☐ Yes
☐ No

D. **Research & Evaluation**
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.

☐ Yes
☐ No

E. **Professional Identity, Law, Ethics & Social Responsibility**
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.

☐ Yes
☐ No

F. **Biopsychosocial Health & Development Across the Life Span**
This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

☐ Yes
☐ No

G. **Systemic/Relational Assessment & Mental Health Diagnosis and Treatment**
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.

☐ Yes
☐ No

3. **MFT Work Experience**. Have you completed at least 5 years of professional work experience with couples and families?

☐ Yes
☐ No

4. **MFT Supervision training**. Have you completed 30 hours of coursework or continuing education in clinical supervision, including supervision specific to marriage, couple, and family therapy?

☐ Yes
☐ No

5. **Systemic Clinical Approach**. Do you use a systems/relational approach to clinical work?
   ☐ Yes
   ☐ No
   If yes, Please describe the systemic models that guide your approach to work with couples, families, and individuals.

6. **Continuing MFT Supervision Training.** Are you willing to participate in additional training in family therapy supervision within the first year of acting as a site supervisor (may enroll in Lewis & Clark continuing education in family therapy supervision).
   ☐ Yes
   ☐ No

7. **Supervision of Supervision (preferred).** Have you had supervision of supervision from a systems/relational perspective?
   ☐ Yes
   ☐ No
   Please describe.

Appendix C: MCFT Budget Cycle

Program reports are due to the Dean by August of each year

Program reviews data from reports in the fall and develops strategic plans for continuous program improvement

Chair meets with program in late fall to review goals. Program informs Chair of resource needs.

Department chair works with Dean and budget committee to secure required resources for program prior to Februray L&C Board meeting.

Board approved budgets are set in place. Resources are distributed during the next fiscal year (June-May)

Requests between budget cycles go from program to the Chair and then to the Dean as needed. Requests are funded as current year budget allows

Appendix D: PGS Clinical Training Protocol

Clinical Training Protocol for Students in Problem Gambling Services
Per MCFT team meeting notes (July 14, 2020)
Per all-parts meeting with Department Chair, Placement, R&A, and MCFT (August 18, 2020)

Procedure Outline
1. **MCFT Year One (Fall)**
   PGS Clinic Director to visit the MCFT students in their first year (as a guest lecturer in MCFT 504, and bring handouts that outlines the PGS program) to increase student awareness and participation of the PGS program and learn about volunteer and externship opportunities.
2. Students, in consultation with their academic advisors, apply to and volunteer at PGS.
   a. Participate in trainings, education and clinical observations
3. **At the end of Year One (summer),**
   PGS Clinical Director will select and offer ***GA Counselor*** position(s), which offers a scholarship. This position is offered with the understanding that the student will continue in PGS as their externship site through the end of their third year.
   a. As a part of the onboarding process, PGS will initiate contact with the following:
      i. MCFT Clinical Coordinator, to coordinate for student's clinical placement with the MCFT faculty and the Placement Office
      ii. Student's Academic Advisor, who is a core faculty member of the MCFT program to confirm student's clinical readiness
   b. MCFT Clinical Coordinator will:
      i. Work with the MCFT team to confirm student's clinical readiness earlier than normal timeline; via email for faculty approval
      ii. Complete Clinical Readiness Checklist in TaskStream
      iii. Request an ad-hoc MCFT 582 (1-unit) course with Clinical Coordinator as the listed faculty for the student to enroll in the fall of their second year as they start clinical experience at PGS
      iv. Coordinate with the Placement Office to start a placement contract for the student at PGS
   c. Student academic advisor will:
      i. Provide a reference check and establish point of contact for progress and potential concerns
      ii. Advise the student on the logistics of course signup and scheduling (as notified by the department administrator)
4. **Year Two (Fall):**
   At the beginning of a student's "GA Counselor" experience, they will enroll in the MCFT 582 (1-unit) course with MCFT Clinical Coordinator listed as the instructor
   a. PGS will be responsible for providing the student with AAMFT-approved (or equivalent) clinical supervision

        i.   The AAMFT-approved supervisor for PGS will complete a supervisee evaluation for the supervisee to upload to Taskstream

        ii.   The supervisee and PGS supervisor will complete a goals sheet for the supervisee to upload to Taskstream.

        iii.   The supervisee will complete a supervisor evaluation for the AAMFT-approved PGS supervisor through SalesForce.

    b. The supervisee will *not* need to complete a supervisor evaluation for the MCFT Clinical Coordinator

    c. The MCFT Clinical Coordinator will be designated as the LC faculty supervisor for the student during their second year serving as a GA Counselor, and will be the point of contact for any coordination and problem solving as needed

        i.   The MCFT Clinical Coordinator will sign off on hour logs

        ii.   The MCFT Clinical Coordinator will issue a grade at the end of the semester.

    d. Request an ad-hoc MCFT 582 (1-unit) course with Clinical Coordinator as the listed faculty for the student to enroll in the spring of their second year to continue at PGS.

5. **Year Two (Spring):**

The student will enroll for the 1-unit MCFT 582 internship course through Spring semester. PGS will continue to provide AAMFT-approved (or equivalent) supervision.

    a. The end of the semester documentations include:

        i.   The AAMFT-approved PGS supervisor will complete a supervisee evaluation for the supervisee to upload to Taskstream.

        ii.   The supervisee and PGS supervisor will complete a goals sheet for the supervisee to upload to Taskstream.

        iii.   The supervisee will complete a supervisor evaluation for the AAMFT-approved PGS supervisor through SalesForce.

    b. The MCFT Clinical coordinator will sign off on hour logs and assign a final grade at the end of Spring.

    c. The MCFT Clinical coordinator will request a special MCFT 582 (3-unit) section for the student to enroll for year 2 Summer.

6. **Year Two (Summer):**

The student will begin their official internship year, along with their cohort. However they will need to allocate the 11 (out of 13 total) units of MCFT 582 left across the rest of the semesters instead of the regular 4-unit sections. ***The academic advisor should work with the students to allocate the units as needed.***

7. **Year Three:**

They will stay at PGS for their externship through year 3 Summer, and complete a total of 13 units of MCFT 582 over the course of 6 semesters beginning in their second year rather than the standard 4 as outlined on the MCFT Clinical Training Handbook.

Appendix E: Faculty Resource Survey

In an effort to monitor and improve program quality and services at the Graduate School, we are interested in gathering your perspective on faculty resources at Lewis & Clark. We use these data to both confirm that our program and student services are strong and, when needed, to make improvements. Your responses will be kept confidential and anonymous; all responses will be aggregated and presented to the dean, chair, program director, faculty, and to COAMFTE in order to inform program development and to help us meet accreditation requirements.
The survey should only take you a few minutes to complete (depending on how much you write in the open-ended questions). Thank you, in advance, for your feedback!

* 1. Please tell us your faculty role:

☐ Adjunct

☐ Core

* 2. Please tell us what your adjunct role consists of:

○ Teaching in a classroom

○ Supervising at the L&C CCC

○ Both

○ Other (please specify)

3. Please tell us how many years you have taught in our L&C MCFT program (it's okay to estimate if you are unsure):

○ One year or less

○ Two to Four years

○ Five to Eight years

○ More than Eight years

4. Fiscal/Physical Resources

Please rate the sufficiency of the following MCFT program and CTSP department fiscal and physical resources:

	Not at all Sufficient	Somewhat sufficient	Sufficient	Beyond sufficient	N/A
Classroom facilities are adequate and comfortable.	◯	◯	◯	◯	◯
Classroom facilities support students with disabilities.	◯	◯	◯	◯	◯
Students have adequate study spaces available on campus.	◯	◯	◯	◯	◯
The MCFT Program has sufficient *physical* resources available to them to uphold the program's mission, goals, and student learning outcomes.	◯	◯	◯	◯	◯
The MCFT Program has sufficient *fiscal* resources available to them to uphold the program's mission, goals, and student learning outcomes.	◯	◯	◯	◯	◯
The MCFT Program has adequate administrative space to operate.	◯	◯	◯	◯	◯
The L&C clinic provides sufficient space for students, supervisors, and administrators to operate in the delivery of client care and training of students.	◯	◯	◯	◯	◯
The CTSP Department has sufficient physical resources available to them to uphold the program's mission, goals, and student learning outcomes.	◯	◯	◯	◯	◯
The CTSP Department has sufficient fiscal resources available to them to uphold the program's mission, goals, and student learning outcomes.	◯	◯	◯	◯	◯

(Optional)
Please provide comments here:

[   ]

5. Please rate the sufficiency of following Instructional & Clinical Training Technology and Equipment in meeting your needs in your role as MCFT faculty:

	Not at all Sufficient	Somewhat sufficient	Adequately sufficient	Exceedingly sufficient	N/A
Moodle learning management system	○	○	○	○	○
Student computer equipment at the L&C CCC	○	○	○	○	○
Zoom Pro accounts (HIPPAA compliant) for tele mental health and tele supervision at the L&C CCC	○	○	○	○	○
Panopto audio/video recording system at the L&C CCC	○	○	○	○	○
Internet access at the L&C CCC	○	○	○	○	○
Office equipment (printers, etc.) at the L&C CCC	○	○	○	○	○
Monitors for live training and supervision at the L&C CCC	○	○	○	○	○
Classroom computing equipment including DVD/CD players and projector systems	○	○	○	○	○

(Optional) Please provide comments here:

6. Regarding these specific technology resources, please rate their sufficiency:

	Not at all sufficient	Somewhat sufficient	Adequately sufficient	Exceedingly sufficient	N/A
Internet-overall reliability and speed (at Lewis & Clark)	○	○	○	○	○
Internet-overall reliability and speed (at LCCC)	○	○	○	○	○
Technology support (at Lewis & Clark)	○	○	○	○	○
Technology support (at LCCC)	○	○	○	○	○

(Optional) Please provide comments here:

7. Regarding the MCFT program director (Dr. Lana Kim), how well do you feel the program director:

	Not at all well	Somewhat well	Sufficiently well	Exceedingly well
Provides effective leadership in order to maintain the program's mission, goals, and student learning outcomes?	○	○	○	○
Upholds the program's mission, goals, and student learning outcomes through their work?	○	○	○	○

(Optional) Please provide comments here:

8. Please rate the sufficiency regarding the faculty-to-student ratio as it pertains to meeting the program's mission, goals, and student learning outcomes.

Not at all sufficient	Somewhat sufficient	Adequately sufficient	Exceedingly sufficient
○	○	○	○

(Optional) Please provide comments here:

9. Please provide any additional comments regarding your responses to these survey questions here.

Thank you for completing the survey.