



OSU-MFT Program

Mission, Goals, and Outcomes

Mission Statement

Marriage and Family Therapy Program

The M.S. in Human Development and Family Science with an option in Marriage and Family Therapy at Oklahoma State University prepares students to provide ethically responsible, culturally competent, personally engaged, research-informed, and integrative-systemic therapeutic services for diverse individuals, couples, families, and presenting problems. Through an immersive, rigorous, and developmentally sequenced training approach—focused on clinical, academic, and professional excellence—this program equips students with the capability to enhance human lives, strengthen relationships, and build communities, through leadership and service in the MFT profession.

Program Goals

1) Systemic & Integrative Knowledge & Practice (THEORY)

Demonstrate knowledge of family systems theoretical models and clinical interventions and be able to apply an Integrative Systemic Therapy approach across diverse client populations and presenting problems.

2) Diversity & Sociocultural Attunement (DIVERSITY)

Demonstrate competence in assessing and treating client systems of diverse backgrounds, contexts, and identities through multicultural competence and humility—guided by principles of sociocultural attunement applied to therapeutic and professional contexts.

3) Ethical Practice (ETHICS)

Demonstrate an understanding of relevant ethical and legal principles and codes of conduct as well as competence in ethical decision-making skills—with sensitivity toward values, diversity, and the systemic context.

4) Research-Informed Practice (RESEARCH)

Demonstrate competence in critically evaluating and applying relevant research to clinical practice, including competence in using measurement and feedback systems to empirically evaluate treatment progress.

5) Personal & Professional Development (PERSONHOOD)

Demonstrate a high degree of self-awareness and self-development to foster the effective and ethical use of self in therapy—including a commitment to continual self-evaluation and improvement.

Student Learning Outcomes; Markers; Benchmarks

1) Systemic & Integrative Knowledge & Practice (THEORY)

a) SLO #1: Students will know and understand the theories, concepts, strategies, and techniques of family systems theoretical models and frameworks from other relevant fields of study and their implications for treatment.

i) Markers:

(1) Systems final exam (Benchmark: 80% of cohort \geq 80%; Target: 100% of cohort \geq 80%)

(2) Models final exam (Benchmark: 80% of cohort \geq 80%; Target: 100% of cohort \geq 80%)

(3) Psychopathology final exam (Benchmark: 80% of cohort \geq 80%; Target: 100% of cohort \geq 80%)

(4) Cumulative Exam (Benchmark: 100% of cohort \geq 70%; Target: 100% of cohort \geq 70% on First Attempt)

b) SLO #2: Students will competently apply the Integrative Systemic Therapy approach to clinical decision-making and collaborative treatment with client systems.

i) Markers:

(1) Final Clinical Skills Evaluation: Item #1 (Benchmark: 100% of cohort \geq Score of 3 (Average); Target: 100% of cohort \geq Score of 4 (Above Average))

(2) Capstone Project (Benchmark: 100% of cohort \geq 70% in Capstone Rubric Section 1 Clinical Case Description. Target: 100% of cohort \geq 80%)

(3) Capstone Project (Benchmark: 100% of cohort \geq 70% in Capstone Rubric Section 2 Blueprint (Aggregated score for: Hypothesizing, Planning, Conversing, and Feedback sections). Target: 100% of cohort \geq 80%)

2) Diversity & Sociocultural Attunement (DIVERSITY)

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a) SLO #3 Students will demonstrate an understanding of the principles of sociocultural attunement as they relate to clinical and professional roles and contexts.

i) Markers:

(1) Roots Representation (Basic Skills Course) Paper (Benchmark: 80% of cohort \geq 80%; Target: 100% of cohort \geq 80%)

b) SLO #4: Students will demonstrate multicultural competence and humility in clinical assessment and treatment.

i) Markers:

(1) Final Clinical Skills Evaluation: Item #2 (Benchmark: 100% of cohort \geq Score of 3 (Average); Target: 100% of cohort \geq Score of 4 (Above Average))

(2) Capstone Project: Sociocultural Competence and Humility Section (Benchmark: 100% of Cohort \geq 70%; Target: 100% of cohort \geq 80%)

3) Ethical Practice (ETHICS)

a) SLO #5: Students will demonstrate a knowledge and understanding of key ethical principles, laws/regulations, and professional codes of conduct.

i) Markers:

(1) Ethics Final Exam (Benchmark: 80% of cohort \geq 80%; Target: 100% of cohort \geq 80%)

b) SLO #6: Students will use ethical decision-making skills in clinical practice by honoring the multisystemic context, attuning to diverse moral frameworks, and abiding by ethical principles.

i) Markers:

(1) Final Clinical Skills Evaluation: Item #3 (Benchmark: 100% of cohort \geq Score of 3 (Average); Target: 100% of cohort \geq Score of 4 (Above Average))

4) Research-Informed Practice (RESEARCH)

a) SLO #7: Students will become knowledgeable consumers of research and evidence-based clinical practice.

i) Markers:

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(1) Research Methods Final Project (Benchmark: 80% of cohort \geq 80%; 100% of cohort \geq 80%)

b) SLO #8: Students will effectively use clinically relevant research and assessment tools to inform clinical practice.

i) Markers:

(1) Final Clinical Skills Evaluation: Item #4 (Benchmark: 100% of cohort \geq Score of 3 (Average); Target: 100% of cohort \geq Score of 4 (Above Average))

5) Personal & Professional Development (PERSONHOOD)

a) SLO #9: Students will demonstrate an understanding of their own systems of origin and person of the therapist themes that apply to the effective use of self in therapy.

i) Markers:

(1) System of Origin Presentation (Systems Course) (Benchmark: 80% of cohort \geq 80%; Target: 100% of cohort \geq 80%)

(2) Signature Theme Presentations (Practicum) (Benchmark: 80% of cohort \geq 80%; Target: 100% of cohort \geq 80%)

(3) Capstone Project: Self-of-the-Therapist Section (Benchmark: 100% of cohort \geq 70%; Target: 100% of cohort \geq 80%)

b) SLO #10 Students will engage in ongoing self-reflection and self-development—responding to feedback across clinical and professional contexts.

i) Markers:

(1) Final Clinical Skills Evaluation: Item #5 (Benchmark: 100% of cohort \geq Score of 3 (Average); Target: 100% of cohort \geq Score of 4 (Above Average))

(2) Offsite Supervisor Clinical Skills Evaluation: Item #5 (Benchmark: 75% of cohort \geq Score of 3 (Average); Target: 100% of cohort \geq Score of 4 (Above Average))

(3) Capstone Project: Reflections on Your Development (Benchmark: 100% of cohort \geq 70%; Target: 100% of cohort \geq 80%)

Program Outcomes

1) Job Placement

- a) **Benchmark:** 80% of students (pursuing licensure) will be hired in clinical positions within six months of looking for a job (*question on annual alumni survey*).
- b) **Target:** 100% of students (pursuing licensure) will be hired in clinical positions within six months of looking for a job (*question on annual alumni survey*).

2) National Exam

- a) **Benchmark:** The program will maintain a 75% or better first time pass rate for graduates on the national licensure exam (*question on alumni survey*).
- b) **Target:** The program will maintain a 90% or better first time pass rate for graduates on the national licensure exam (*question on alumni survey*).

3) Graduation Rate

- a) **Benchmark:** The program will graduate 75% of students in two- and one-half years (advertised length) and 83% of students in three year (*faculty report*).
- b) **Target:** The program will graduate 87% of students in two- and one-half years (advertised length) and 90% of students in three years (*faculty report*).

4) Demographics

- a) **Benchmark:** Program student demographics will mirror the demographics of Oklahoma, such that a minimum of 12% of students in the program will be from non-European American racial groups (*personal demographics are voluntarily reported by students on annual program survey*).
- b) **Target:** Program student demographics will mirror the demographics of Oklahoma, such that a minimum of 25% of students in the program will be from non-European American racial groups (*personal demographics are voluntarily reported by students on annual program survey*).