

Couple, Marriage, and Family Therapy at

Texas Tech University

Mission Statement and Learning Outcomes

Updated August 2023

The Couple, Marriage, and Family Therapy graduate programs at TTU provide systemic research and clinical training to prepare students for clinical licensure and scholarly achievement. TTU is known for its supportive and rigorous programs, and is one of the largest CMFT programs in the country. We embrace the plurality of the human experience as an invaluable resource to the quality and vitality of our program and profession. Our graduates have found success in a wide variety of academic, clinical and other professional settings. There are two graduate programs in CMFT at TTU: a doctoral and a master's program.

The CMFT doctoral program has a long and distinguished history of preparing students for contributions in academics, administration, and clinical work. There is a strong emphasis on training in research methodology as well as theoretical and clinical sophistication. Many of TTU's doctoral graduates can be found in academic institutions around the country. The doctoral program has been accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 1981.

The master's program at TTU is a clinically-focused program grounded in relational/systemic theories of practice. The CMFT faculty provide training that prepares students for licensure as an MFT, LCDC, or for future doctoral work. The TTU CMFT master's degree fulfills all course requirements of the Texas State Board of Examiners of Marriage and Family Therapists necessary to sit for the national licensure exam. The master's program was accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) in 2019.

Texas Tech University

Mission Statement

“As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world (Approved by the Texas Tech University Board of Regents on May 14, 2010).”

TTU CMFT Doctoral Program

Mission Statement

The mission of the Texas Tech Couple, Marriage, and Family Therapy Doctoral Program is to provide academic and clinical training to students who will function as couple, marriage, and family therapists at the highest level of scholarly and clinical competence. The doctoral program is conceptually grounded by the scientist-practitioner model, preparing students who will make unique contributions to the field of couple, marriage, and family therapy through: a) high quality relational/systemic **research**, b) advanced relational/systemic clinical **intervention**, c) relational/systemic **supervision**, and d) academic **instruction**. This training is done in a context that is supportive of **diversity**, student-faculty mentoring and support, and authenticity in the context of a growth mindset. The following outcomes are nested within this broad educational mission.

TTU CMFT Master’s Degree Program

Mission Statement

The mission of the Texas Tech Couple, Marriage, and Family Therapy Master’s Program is to provide academic and clinical training to students who will function as couple, marriage, and family therapists at the highest level of scholarly and clinical competence. The master’s degree program is conceptually grounded by the scientist-practitioner model, preparing students who are capable of making unique contributions to the field of marriage and family therapy through: a) knowledgeable consumption and application of relational/systemic **research**, b) skilled and ethical delivery of relational/systemic clinical **intervention**, and 3) advanced professional and contextual development in relational/systemic **clinical practice**. This training is done in a context that is supportive of **diversity**, student-faculty mentoring and support, and authenticity. The following outcomes are nested within this broad educational mission.

Doctoral Program Goals, Outcomes, and Targets

PROGRAM GOAL: Students will be qualified to conduct high quality relational/systemic research.

COAMFTE DEVELOPMENTAL COMPETENCY COMPONENTS:

Development and application of **research** to further the knowledge and practice of the MFT profession.

Student Learning Outcome: Students will demonstrate the ability to conduct high quality relational/systemic research.

Targets

- 80% of students will complete the Research and Scholarship Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
- 75% of students will successfully defend a doctoral thesis within four years of entering the program.
- 80% of students will record average scores of 4 or greater for items 3 & 5 – 10 (Research Competency), on the PhD Program Exit Evaluation survey.
- 80% of students will record average scores of 4 or greater for the items included in questions 22 and 23 of the Alumni Survey (Research Competency).
- 80% of students will receive scores of 4 (developmentally appropriate) or greater for items 1 – 7 included in questions 28 of the Internship/Stakeholder Survey (Research Competency).

PROGRAM GOAL: Students will develop an advanced understanding of clinical intervention using a relational/systemic perspective.

COAMFTE DEVELOPMENTAL COMPETENCY COMPONENTS:

Knowledge of the MFT profession.

Practice of relational/systemic therapy as a qualified behavioral/mental health provider.

Student Learning Outcome: Students will demonstrate an advanced understanding of clinical intervention using a relational/systemic perspective.

Targets

- 80% of students will complete the Clinical Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Internship Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on questions 12, 13, and 14 (clinical competency) of the Program Exit Evaluation.
- 80% of students will record scores of 4 (well) or greater for the items included in questions 26 and 27 of the Alumni Survey.

PROGRAM GOAL: Students will be prepared to teach/provide clinical supervision from a relational/systemic perspective.

COAMFTE DEVELOPMENTAL COMPETENCY COMPONENTS:

Knowledge of the MFT profession.

Practice of relational/systemic therapy as a qualified behavioral/mental health provider.

Commitment to **ethical** practice through ethical codes of the MFT profession and pertinent regulatory bodies.

Awareness, knowledge, and skill to responsibly serve **diverse communities**.

Student Learning Outcome: Students will demonstrate an understanding of relational/systemic clinical supervision.

Targets

- 80% of students will complete the Supervision Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on items 1 & 3 included in question 33 (relational/systemic supervision) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on questions 21, 24, and 26 (supervision) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the supervision item (4) included in question 31 (relational/systemic supervision) of the Alumni Survey.

Student Learning Outcome: Students will demonstrate the ability to provide instruction at the collegiate level.

Targets

- 80% of students will complete the Teaching Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
- 80% of students will receive scores of 4 or greater on items 1 - 3 included in question 37 (teaching) of the Internship Evaluation.

- 80% of students will record scores of 4 or greater on questions 22 and 23 (teaching) of the Program Exit Evaluation.
- 80% of students will report scores of 4 or greater on the teaching items (1 – 3) included in question 31 (relational/systemic teaching) of the Alumni Survey.

PROGRAM GOAL: Students will understand the intersection of contextual factors (Ethnicity, Gender, Sexual Orientation, Socio-Economic Status, etc.) and the research, clinical, supervision, and teaching philosophies and behaviors central to CMFT profession.

COAMFTE DEVELOPMENTAL COMPETENCY COMPONENTS:

Knowledge of MFT profession.

Awareness, knowledge, and skill to responsibly serve **diverse communities**.

Student Learning Outcome: Students will demonstrate understanding of the intersection of contextual factors (Ethnicity, Gender, Sexual Orientation, Socio-Economic Status, etc.) and the research, clinical, supervision, and teaching philosophies and behaviors central to CMFT.

Targets

- 80% of students will record average scores of 4 or greater for item 11 (Research Competency), on the PhD Program Exit Evaluation survey.
- 80% of students will receive scores of 4 (developmentally appropriate) or greater for the items included in questions 28.8 of the Internship/Stakeholder Survey (Research Competency).
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on question 20 (clinical competency) of the Program Exit Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Evaluation.

- 80% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on item 2 included in question 33 (relational/systemic supervision) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on question 25 (supervision) of the Program Exit Evaluation.
- 80% of students will receive scores of 4 or greater on items 4 and 5 included in question 37 (teaching) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on question 25 (teaching) of the Program Exit Evaluation.

Master's Program Goals, Outcomes, and Targets

PROGRAM GOAL #1: Students will be **knowledgeable and** qualified **to practice** Couple, Marriage, and Family Therapy from a relational/systemic perspective and to apply appropriate **relational/systemic ethics** to practice.

COAMFTE DEVELOPMENTAL COMPETENCY COMPONENTS:

Knowledge of the MFT Profession.

Practice of relational/systemic therapy as a qualified behavioral/mental health provider.

Commitment to **ethical** practice through ethical codes of the MFT profession and pertinent regulatory bodies.

Student Learning Outcome #1: Students will demonstrate the **knowledge** and ability to **practice** Couple, Marriage, and Family Therapy from a relational/systemic perspective.

Targets

- 85% of students will complete the Clinical Proficiency components as part of a passing Master's Degree Portfolio within 2 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Externship Evaluation.
- 80% of students will record scores of 4 or greater on questions 3 and 6 - 7 (clinical) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the clinical items in questions 19 (2 – 3 & 6) and 20 (1) of the Alumni Survey.

Student Learning Outcome #2: Students will demonstrate the ability to apply appropriate **relational/systemic ethics** to practice.

Targets

- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Externship Evaluation.
- 80% of students will record scores of 4 or greater on question 5 (ethics) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the ethics items in question 19 (4 & 5) of the Alumni Survey.

PROGRAM GOAL #2: Students will be prepared to operate from a science informed perspective, demonstrating competency in the application of **research** in effective CMFT practice.

COAMFTE DEVELOPMENTAL COMPETENCY COMPONENTS:

Practice of relational/systemic therapy as a qualified behavioral/mental health provider.

Development and application of **research** to further the knowledge and practice of the MFT profession.

Student Learning Outcome #3: Students will demonstrate the ability to operate from a science informed perspective, demonstrating competency in the application of **research** in effective CMFT **practice**.

Targets

- 85% of students will complete the Research and Scholarship Proficiency components as part of a passing Master's Degree Portfolio within 3 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Self Evaluation.
- 80% of students will record scores of 4 or greater on questions 8 - 11 (research) of the Program Exit Evaluation.

- 80% of students will record scores of 4 or greater on the research/empirical validation items in questions 19 (1, 6) of the Alumni Survey.

PROGRAM GOAL #3: Students will integrate advanced professional development in their **practice** of relational/systemic therapy.

COAMFTE DEVELOPMENTAL COMPETENCY COMPONENTS:

Practice of relational/systemic therapy as a qualified behavioral/mental health provider.

Awareness, knowledge, and skill to responsibly serve **diverse communities**.

Student Learning Outcome #4: Students will demonstrate their understanding of advanced professional development in their **practice** of relational/systemic therapy.

Targets

- 85% of students will complete the Advanced Professional and Contextual Development component as part of a passing Master's Degree Portfolio within 2 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question (advanced professional development) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 11 (advanced professional development) of the Practicum Self Evaluation.
- 80% of students will record scores of 4 or greater on questions 12 - 14 (advanced professional development) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the advanced professional development item in questions 20 (2) of the Alumni Survey.

PROGRAM GOAL #4: Students will understand the intersection of contextual factors (ethnicity, gender, sexual orientation, socio-economic status, etc.) and the application of research and clinical intervention central to CMFT in working with **diverse communities**.

COAMFTE DEVELOPMENTAL COMPETENCY COMPONENTS:

Awareness, knowledge, and skill to responsibly serve **diverse communities**.

Development and application of **research** to further the knowledge and practice of the MFT profession.

Student Learning Outcome #5: Students will demonstrate understanding of the intersection of **contextual factors** (ethnicity, gender, sexual orientation, socio-economic status, etc.) and the application of **research** and clinical intervention central to CMFT.

Targets

- 85% of students will complete the Advanced Professional and Contextual Development component as part of a passing Master's Degree Portfolio within 2 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Externship Evaluation.

Faculty Outcomes

All TTU CMFT faculty are expected to contribute to the program and to the profession. It is expected that faculty will:

1. **Be active in producing and sharing high quality research.** They will:
 - a. Publish in professional journals and present research at national conferences.
 - i. Faculty vita
 - b. Participate in funded research, including grants and contracts, and submit proposals for these projects.
 - i. Faculty vita
 - c. Mentor students in research projects including class papers, qualifying exams, research teams, and the dissertation.
 - i. Co-authored publications on vita.
 - ii. Student feedback for class papers.
 - iii. Ongoing research meetings with students (e.g., small group, individual meetings).
2. **Be active contributors to the development of the profession of CMFT. This occurs through clinical practice, supervision of interns, and service in their professional spheres.** Faculty will:
 - a. Be involved in clinical activity.
 - i. Private practice, co-therapy with students, etc.
 - b. Provide clinical supervision of students and interns.
 - i. Evaluations for practicum (CMFT 6395)
 - c. Serve in departmental, university, and national roles.
 - i. Faculty vita
3. **Teach high quality graduate and undergraduate courses and socialize CMFT graduate students in teaching and instruction.** Faculty will:
 - a. Teach graduate curriculum and provide examples and mentoring for instructors.
 - i. Course instruction and student feedback.
 - ii. Accomplished student learning outcomes.