

Program Outcomes and Student Learning Outcomes Spring 2026

This document is designed to provide you with information about the Program Outcomes and the Student Learning Outcomes (SLOs) that will be assessed in the program to track competencies.

The Program Outcomes are targets that articulate student and graduate achievement that are mapped to the program's mission.

"Student Learning Outcomes are statements that clearly articulate what students should be able to achieve, demonstrate, or know" (COAMFTE, 2021, p. 39). Each of the courses has one or more SLOs that are mapped to the assignments in the course; this mapping is located on each course syllabus.

Program Outcomes

| |
|--|
| 1. Demonstrate competency in the practice of systemic therapy with diverse couples, families, and individuals. |
| 2. Demonstrate competency in assessing, hypothesizing, and diagnosing. |
| 3. Demonstrate competency in designing and conducting systemic treatment. |
| 4. Demonstrate competency in evaluating ongoing process and terminating treatment. |
| 5. Demonstrate competency in managing crisis situations. |
| 6. Demonstrate competency in maintaining ethical, legal, and professional standards. |
| 7. Demonstrate competency in understanding, critically evaluating, and clinically applying relational/systemic research. |

Student Learning Outcomes

| |
|--|
| 1.1 Understand foundational systems concepts, theories, and techniques of marital, couple, and family therapy. |
| 1.2 Recognize contextual and systemic dynamics with a commitment to diversity and inclusion. |
| 1.3 Understand principles of human development, human sexuality, gender development, psychopathology, psychopharmacology, couples processes, & family development processes. |
| 1.4 Distinguish differences between content and process issues. |
| 2.1 Develop systemic hypotheses and assess family history and dynamics from a systemic perspective. |

| |
|---|
| 2.2 Recognize contraindications for couples and family therapy |
| 2.3 Understand behavioral health disorders including the epidemiology, etiology, phenomenology, effective treatments, course, & prognosis |
| 2.4 Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process. |
| 3.1 Know which models, modalities, and/or techniques are most effective for presenting problems and apply them to diverse couples and families |
| 3.3 Integrate client feedback, assessment, contextual information, and diagnosis with treatment goals and plan. |
| 4.2 Develop measurable outcomes, treatment goals, treatment plans, and after-care plans with an eye toward termination. |
| 5.1 Understand how crisis and trauma impact the family system. |
| 5.2 Manage risks, crises, and emergencies using recognized standards of practice. |
| 6.1 Know state, federal, & provincial laws & regulations as well as professional ethics and standards for clinical practice and research. |
| 6.2 Understand the process of making an ethical decision and recognize dilemmas in which ethics, laws, and professional liability apply. |
| 6.3 Monitor attitudes, personal well-being, personal issues, and personal problems and ascertain their influence on ethical practice. |
| 6.4 Articulate a personal spiritual/religious perspective on the discipline of marriage and family therapy. |
| 7.1 Understand the relationship between research and evaluative practices. |

*3.2 and 4.1 are omitted intentionally. Those SLOs are obsolete in the program.