

College of Health and Human Sciences  
School of Family and Consumer Sciences  
Human Development and Family Sciences  
Master of Science Applied Human Development and Family Sciences  
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## 1. Introduction

The Master of Sciences in Applied Human Development and Family Sciences (AHDFS with the option of a Specialization in Marriage and Family Therapy) is designed to prepare professionals who support families and individuals in meeting their basic human needs. It is also to provide professional career enhancement for advanced graduate work and research, college teaching, and programing and administration positions in community and government agencies.

In general, the area reviews the SLOs every five to six years as part of goal setting for the programs. Consequently, the student learning outcomes were revised in 2018.

## 2. Student Learning Outcomes (SLOs)

### **AHDFS (Applied Human Development and Family Sciences) Student Learning Outcomes:**

Graduates will be able to execute the following skills upon completion of the program:

1. Demonstrate the ability to understand and apply theories of human development, family relationships, and human ecology to individual and family development across the lifespan.
2. Demonstrate the ability to apply ethical and reflective approaches to the study of and practice with individuals, couples, and families.
3. Show proficiency in professional oral and written communication skills and the use of empirically-based information on human development and family sciences.
4. Demonstrate the ability to understand, apply and synthesize research related to the study of human development and family sciences.
5. Demonstrate the ability to work with a diverse set of families and individuals by using culturally-relevant research, theory, skills and approaches.

### **SMFT (Specialization in Marriage and Family Therapy) Student Learning Outcomes:**

The specialization in Marriage and Family Therapy, accredited by the Commission on Accreditation for Marriage and Family Therapy Education, emphasizes the practical application of systemic family therapy principles to the diagnosis and treatment of problems in human relationships. Graduates of the program who specialize in Marriage and Family Therapy will meet the first 5 SLOs listed above, but also need to meet the additional SMFT specific SLOs.

In addition to meeting the AHDFS SLOs, graduates of the SMFT program will be able to execute the following skills upon completion of the program:

6. Demonstrate an understanding of human development across the life span and the family life cycle and the ability to integrate theories of development into their clinical work.
7. Display a comprehension of systems theory, including classic and contemporary couple and family therapy theories, with the capacity to employ systems theories in therapy with couples, families, and individuals.
8. Show proficiency in the interpersonal and therapeutic skills essential to the successful practice of couple and family therapy.
9. Make effective use of clinical supervision including openness to supervisory feedback, active participation, diligent preparation for supervision, ability to evaluate their own work and implementation of recommendations into clinical work with clients.
10. Exhibit an understanding of cultural diversity and the contextual factors that impact clients and the ability to integrate their knowledge and clinical skills in therapy with diverse individuals, couples, and families.
11. Demonstrate a beginning level knowledge of MFT research, an understanding of the research conducted by the Couple and Family Therapy Clinic, and the capacity to use this research in therapy with clients.
12. Display a comprehension of the AAMFT Code of Ethics and legal issues; the capacity to assess ethical and legal issues in clinical work and to develop an ethical decision-making process to address ethical and legal challenges.

### **3. Program-by-Baccalaureate Student Learning Outcomes Matrix**

Not required for graduate programs.

#### 4. Curriculum Map-AHDFS

Course	1. Ability to understand and apply theories of human development, family relationships, and human ecology to individual and family development across the lifespan.	2. Ability to apply ethical and reflective approaches to the study of and practice with individuals, couples, and families.	3. Professional oral and written communication skills and the use of empirically-based information on human development and family sciences.	4. Ability to understand, apply and synthesize research related to the study of human development and family sciences.	5. Demonstrate the ability to work with a diverse set of families and individuals by using culturally-relevant research, theory, skills and approaches.
HDFS 601	B	D	D	B	
HDFS 604	P	P	D	B	
HDFS 581		D	D		D
HDFS 583		D	D-P	D-P	D-P
HDFS 588	D	D	D		D-P
HDFS 639	P	P	P	D	D
HDFS 699	P	P	P	P	P
Comprehensive Exam	P	P	P	P	P
Note: B= beginning, D= Developing, P= Proficient level					

#### 4. Curriculum Map-SMFT

Courses	6. Demonstrate an understanding of human development across the life span and the family life cycle and the ability to integrate theories of development into their clinical work.	7. Display a comprehension of systems theory, including classic and contemporary couple and family therapy theories, with the capacity to employ systems theories in therapy with couples, families, and individuals.	8. Show proficiency in the interpersonal and therapeutic skills essential to the successful practice of couple and family therapy.	9. Make effective use of clinical supervision including openness to supervisory feedback, active participation, diligent preparation for supervision, ability to evaluate their own work and implementation of recommendations into clinical work with clients.	10. Exhibit an understanding of cultural diversity and the contextual factors that impact clients and the ability to integrate their knowledge and clinical skills in therapy with diverse individuals, couples, and families.	11. Demonstrate a beginning level knowledge of MFT research; and understanding of the research conducted by the Couple and family Therapy Clinic and the capacity to use this research in their therapy with clients.	12. Display a comprehension of the AAMFT Code of Ethics and legal issues; the capacity to assess ethical and legal issues in clinical work and to develop an ethical decision-making process to address ethical and legal challenges.
HDFS 691			D			B	B
HDFS 692					D	P	D
HDFS 693		B-P	B-P				
HDFS 694	D-P	D	B-P				
HDFS 695	D	B	D	B			B
HDFS 697		P	P				
HDFS 784	B	D	B				
HDFS 633	D-P	D-P	D-P	D-P	D-P		
HDFS 639	B-P	B-P	B-P	B-P	B-P	B-P	D-P
Comprehensive Exam	P	P	P		P	P	P
HDFS 699	P	P	P				

## 5. Assessment Methods

### EXPLANATION OF ASSESSMENT METHODS TABLE

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Final Literature paper</b> in HDFS 601- Seminar in Human Development and Family Sciences	Students are required to write a literature review paper on a selected topic. Students need to conduct literature review by including at least 10 refereed journal articles that are published in the last 10 years.	Each student will earn a minimum of 80% (i.e., 80 points out of 100 points) using the established rubric for this assignment (attached).	Eighty percent of the students achieve a minimum of 80% or 80 out of 100 points on this assignment.	During the last week of the Fall semester.	Instructor	1, 2, 3, 4
<b>Research proposal</b> in HDFS 604- Research Method	Students are required to develop a quantitative research proposal related to their focus area of study.	Each student will earn a minimum of 80% (i.e., 160 out of 200 points) using the established rubric for this assignment (attached)	Eighty percent of the students achieve a minimum of 80% or 160 out of 200 points on this assignment.	During the last week of the spring semester.	Instructor	1, 2, 3, 4
<b>CITI online human subject research training program</b> in HDFS 604- Research Method	Students are required to take the CITI online human subjects research training.	Each student will earn a minimum of 80% (i.e., 80 out of 100 pints) in order to pass the CITI training.	All students achieve a minimum of 80% or 80 out of 100 points of this requirement.	During the last week of the spring semester.	Instructor	2

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Internship site supervisor evaluation in HDPS 633-and 693?</b> See previous table Internship in Community Programs: Marriage and Family Therapy	On site supervisors' evaluation of SMFT students' performance in seven areas: (1) Admission to treatment; (2) Clinical Assessment and diagnosis; (3) treatment planning and case management; (4) therapeutic interventions; (5) legal issues, ethics, and standards; (6) awareness of diversity and context; (7) functioning as a team member.	Each student will earn a minimum of 80% (i.e., 4 out of 5) on each of the seven performance criteria on the rubric (attached).	Eighty percent of the students achieve a minimum of 80% or 4 out of 5 points on each of the seven performance criteria.	During the last week of the spring semester	Instructor	1, 2, 3, 4, 5
<b>Comprehensive examination which includes three parts: General Question, Research, and Special Question.</b>	Students who select the comps option take the exams at the end of their second year. Comps are graded by using pass or fail system. Majority of the students taking this exam pass at the first attempt. Students who failed the first try were informed regarding their weak areas, and were allowed to re-take the exam the following semester.	Each student will pass all three questions in the first semester.	Eighty percent of the students will pass all three questions in the first semester.	During the last week of the Fall and Spring semesters.	All area faculty	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Research proposal presentation in HDFS 604-Research Method</b>	Students are required to make an in-class presentation of their research proposal developed during the semester. Each presentation is limited to 15 minutes.	Each student will earn a minimum of 80% (i.e., 56 out of 70 points) on the assignment using the established rubric as a guideline for grading (attached)	Eighty percent of the students achieve a minimum of 80% or 56 out of 70 points on the research proposal.	During the last week of the Spring semester.	Instructor	1, 2, 3
<b>Thesis HDFS 699A</b>	FCS faculty agreed that writing a thesis would allow students to show competency in their knowledge and understanding of family theories, their specialization areas, and research. Therefore, students who choose to write a thesis are not required to take written comprehensive exams. Instead, they are given an oral comprehensive examination as part of their thesis defense.	Each student will successfully pass the written and the oral defense parts of the thesis.	All students will successfully pass the written and the oral defense parts of the thesis.	During the last week of the Fall and Spring semesters	All area faculty	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12



Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Ethical Dilemma case studies</b> in HDFS 581: Professional Practices in Family Social Services	Students are required to review of three ethical issues. You will write about the ethical issues and explore one of the issues in depth for this section of the paper. Section 2 of the paper will be a case study to analyze and then apply the ethical decision making model that was discussed and used in class.	Each student will earn a minimum of 80% (i.e., 80 out of 100points) on the paper	Eighty percent of the students achieve a minimum of 80% or 80 out of 100 points on this assignment	During the last week of fall semester	Instructor	2, 5
<b>Personal Insight Project</b> assignment in HDFS 588- Working with Ethnically Diverse Children and Families in the U.S.	This assignment is personal cultural portfolio of the students by purposefully gather a variety of documents, artifacts, anecdotes, records and reflection statements of one's ethnic background.	Each student will earn a minimum of 80% (i.e., 44 out of 55 points) on the project using the established rubric as a guideline for grading.	Eighty percent of the students achieve a minimum of 80% or 44 out of 65 points on the project.	During the last week of the Spring semester	Instructor	1, 3, 5
<i>Note.</i> <sup>a</sup> Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. <sup>b</sup> Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.						

**Assessment methods SMFT program**

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Diagnostic Assessment</b> in HDFS 691 Assessment in Marriage and Family Therapy	Students are required to complete a comprehensive diagnostic assessment by during this course.	Each student will earn a minimum of 80% (i.e., 44 points out of 55 points) using the established rubric for this assignment.	Eighty percent of the students achieve a minimum of 80% or 44 out of 55 points on this assignment.	During the last week of the Fall semester.	Instructor	8, 11, 12
<b>DSM-5 exam</b> in HDFS 691 Assessment in Marriage and Family Therapy	Students are required to take an in-class exam to test their competency in DSM-5.	Each student will earn a minimum of 80% (i.e., 60 out of 75 points) on the exam.	Eighty percent of the students achieve a minimum of 80% or 60 out of 75 points on this exam.	During the last week of the Fall semester.	Instructor	8, 11, 12

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Cultural competency assessment research paper in HDFS 692:</b> Professional Issues in Family Therapy	Students are write a 3-4 page paper and discussing the cultural dimensions of a clinical case. The paper will identify potential cultural factors impacting the presenting problem as well as child and family functioning and how these cultural factors might be addressed in therapy.	Each Student will earn a minimum of 80% (i.e., 80 points out of 100 points).	Eighty percent of the students achieve a minimum of 80% or 80 out of 100 points on this assignment.	At the end of the summer semester.	Instructor	10, 11, 12
<b>Case conceptualization paper in HDFS 693:</b> Addiction and Substance Abuse in Marriage and Family Therapy	Students will present with a clinical case involving both addiction and family relationships. Students will assess the case, develop a case conceptualization and an outline for treatment.	Each Student will earn a minimum of 80% (i.e., 80 points out of 100 points).	Eighty percent of the students achieve a minimum of 80% or 80 out of 100 points on this assignment.	During the last week of the spring semester. Bi-Annual	Instructor	7, 8, 10
<b>Development paper in HDFS 694</b> Marriage and Family Therapy Strategies: Treatment of Children and Adolescents and Case Conceptualization? See previous table	Students are required to write a 3-4 page paper reflect on their own childhood and adolescence both from an individual development and a family life cycle perspective. They will also interview their parents to reflect both on their memories of the student's childhood/adolescence as well as their own.	Each student will earn a minimum of 80% (i.e., 60 points out of 75 points) using the established rubric for this assignment.	Eighty percent of the students achieve a minimum of 80% or 60 out of 75points on this assignment.	During the last week of the Spring semester. Bi-Annual	Instructor	6, 7, 8

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Case Conceptualization</b> in HDFS 694 Marriage and Family Therapy Strategies: Treatment of Children and Adolescents	Each student will do a case conceptualization using the Clinic format for a case provided by instructor.	Each Student will earn a minimum of 80% (i.e., 80 points out of 100 points).	Eighty percent of the students achieve a minimum of 80% or 80 out of 100 points on this assignment	During the last week of the spring semester. Bi-Annual	Instructor	6, 7, 8
<b>Family of origin paper</b> in HDFS 695 Approaches to Marriage and Family Therapy (3)	Students are required to write a case analysis of one's own family of origin using a Bowen approach and attachment theory.	Each student will earn a minimum of 80% (i.e., 48 out of 60 points) on the assignment using the established rubric for this assignment (attached).	Eighty percent of the students achieve a minimum of 80% or 48 out of 60 points on this assignment.	During the last week of the Spring semester.	Instructor	6, 7, 8, 9, 12
<b>Theory and Application paper</b> in HDFS 697: Marriage and Family Therapy Strategies: Treatment of Couples	Students are to write a 15-page theory to application paper illustrating the entire treatment process and evaluation of the clinical outcome as well as the role of the therapist.	Each Student will earn a minimum of 80% (i.e., 80 points out of 100 points).	Eighty percent of the students achieve a minimum of 80% or 80 out of 100 points on this assignment	The end of the fall semester	Instructor	7, 8
<b>Two exams</b> in HDFS 784 Theoretical Foundations of Family Therapy	Students are required to take two multiple-choice exams.	Each student will earn a minimum of 80% (i.e., 16 out of 20 points) on each exam.	Eighty percent of the students achieve a minimum of 80% or 16 out of 20 points on each exam.	Fall semester	Instructor	6, 7, 8

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Theory of Change paper</b> in HDFS 639: Practicum in Family Therapy	Students are to write an 8-10 page paper describing one's own approach to therapy, including assessment, theoretical orientations, case conceptualization, larger systems, theory of change, person of the therapist.	Each Student will earn a minimum of 80% (i.e., 80 points out of 100 points).	Eighty percent of the students achieve a minimum of 80% or 80 out of 100 points on this assignment	The end of each semester	Instructor	6, 7, 8, 10, 11, 12

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Internship site supervisor evaluations in HDFS 639</b> (3 semesters)	Students receive evaluations from Site Supervisors on clinical performance. Each semester has a unique evaluation. Semester III (Spring) uses the same instrument as Practicum to measure proficiency on core AAMFT competencies.	<p>Semester I: Students will receive a proficient rating (80%) from site supervisor.</p> <p>Semester II: Students will receive a proficient rating (80%) on the Semester II evaluation.</p> <p>Semester III: Students will receive a “3” or better for each core competency.</p> <p>Students will earn a “3” (Proficient) or above on a 5-point Likert scale for each core competency.</p>	Eighty percent of the students achieve a minimum of 80% or 4 out of 5 points on each of the seven performance criteria.	<p>Summer Semester for Fall Retreat</p> <p>Fall Semester for Spring Retreat</p> <p>Spring Semester for Summer Review</p>	Site Supervisors	6, 7, 8, 9, 10, 11, 12

Assessment Method	Explanation					
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	SLOs
<b>Comprehensive Exams</b>	Students who select the comps option take the exams at the end of their second year. Comps are graded by using pass or fail system. Majority of the students taking this exam pass at the first attempt. Students who failed the first try were informed regarding their weak areas, and were allowed to re-take the exam the following semester.	Each student will pass all three questions in the first semester.	Eighty percent of the students will pass all three questions in the first semester.	During the last week of the Fall and Spring semesters.	All area faculty.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Assessment Method	Explanation					SLOs
	Description	Student-Level Target <sup>a</sup>	Program-Level Target <sup>b</sup>	When Data Will be Collected	Person Responsible	
<b>Exit interview</b>	The Exit Survey was used for the first time for SLO assessment in 2016. It consists of a) individual interview with the Program Directors and b) qualitative and quantitative questions.	Each graduating student will rate their progress on the 12 SLOs using a 10-Point Likert Scale.	Each SLO will average a “7” or above on the 10-Point Likert Scale.	During the last week of the Spring semester.	SMFT program director	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
<b>Student course evaluation</b>	SMFT students are a key Community of Interest for the assessment of SLOs. As a result, each student will rate their progress on each course learning outcome (CLO) on the Course Evaluation. Each CLO is connected to one or more SLO thus provides data for student progress. One course was used as a pilot project in the 2016 spring semester. The results were reviewed in Summer 2016. The decision was made to implement CLO items in all SMFT core courses beginning in Fall 2016.	Each student will rate each CLO a “3” or above on a 6-point Likert scale.	90% of students will rate each CLO a “3” or above on a 6-point Likert scale.	Spring, Summer and Fall	SMFT program director	1, 2, 5, 9, 11



ASSESSMENT METHODS-BY OUTCOMES MATRIX-AHDFS

<b>Assessment Method</b>	1. Ability to understand and apply theories of human development, family relationships, and human ecology to individual and family development across the lifespan.	2. Ability to apply ethical and reflective approaches to the study of and practice with individuals, couples, and families.	3. Professional oral and written communication skills and the use of empirically-based information on human development and family sciences.	4. Ability to understand, apply and synthesize research related to the study of human development and family sciences.	5. Demonstrate the ability to work with a diverse set of families and individuals by using culturally-relevant research, theory, skills and approaches.
<b>Final literature paper</b> in HDFS 601 or <b>research proposal</b> in HDFS 604	F, D	F, D	F, D	F, D	
<b>Internship evaluation</b> in HDFS 633 and 693	S, D	S, D	S, D	S, D	S, D
<b>Citi online training</b> assignment in HDFS 604		F, D			
<b>Comprehensive exam</b>	S, D	S, D	S, D	S, D	S, D
<b>Research proposal presentation</b> in HDFS 604	F, D	F, D	F, D		
<b>Thesis HDFS 699</b>	F, D	F, D	F, D	F, D	F, D
<b>Personal Insight Portfolio</b> in HDFS 588	F, D		F, D		F, D
<b>Ethical Dilemma Case Studies</b> in HDFS 581		F, D			F, D
<b>Note: F= formative assessment, S= summative assessment, D= direct assessment, and I= indirect assessment.</b>					

ASSESSMENT METHODS-BY OUTCOMES MATRIX- **SMFT**

<b>Assessment Method</b>	6. Demonstrate an understanding of human development across the life span and the family life cycle and the ability to integrate theories of development into their clinical work.	7. Display a comprehension of systems theory, including classic and contemporary couple and family therapy theories, with the capacity to employ systems theories in therapy with couples, families, and individuals.	8. Show proficiency in the interpersonal and therapeutic skills essential to the successful practice of couple and family therapy.	9. Make effective use of clinical supervision including openness to supervisory feedback, active participation, diligent preparation for supervision, ability to evaluate their own work and implementation of recommendations into clinical work with clients.	10. Exhibit an understanding of cultural diversity and the contextual factors that impact clients and the ability to integrate their knowledge and clinical skills in therapy with diverse individuals, couples, and families.	11. Demonstrate a beginning level knowledge of MFT research; and understanding of the research conducted by the Couple and family Therapy Clinic and the capacity to use this research in their therapy with clients.	12. Display a comprehension of the AAMFT Code of Ethics and legal issues; the capacity to assess ethical and legal issues in clinical work and to develop an ethical decision-making process to address ethical and legal challenges.
DSM-5 Exam and Diagnostic Assessment assignment in HDFS 691			F, D			F, D	F, D
Cultural Competency Assessment, Exam, and Research paper in HDFS 692					F, D	F, D	F, D
Case Conceptualization Paper HDFS 693		F, D	F, D		F, D		

<b>Assessment Method</b>	6. Demonstrate an understanding of human development across the life span and the family life cycle and the ability to integrate theories of development into their clinical work.	7. Display a comprehension of systems theory, including classic and contemporary couple and family therapy theories, with the capacity to employ systems theories in therapy with couples, families, and individuals.	8. Show proficiency in the interpersonal and therapeutic skills essential to the successful practice of couple and family therapy.	9. Make effective use of clinical supervision including openness to supervisory feedback, active participation, diligent preparation for supervision, ability to evaluate their own work and implementation of recommendations into clinical work with clients.	10. Exhibit an understanding of cultural diversity and the contextual factors that impact clients and the ability to integrate their knowledge and clinical skills in therapy with diverse individuals, couples, and families.	11. Demonstrate a beginning level knowledge of MFT research; and understanding of the research conducted by the Couple and family Therapy Clinic and the capacity to use this research in their therapy with clients.	12. Display a comprehension of the AAMFT Code of Ethics and legal issues; the capacity to assess ethical and legal issues in clinical work and to develop an ethical decision-making process to address ethical and legal challenges.
Development Paper and Case Conceptualization in HDFS 694	F, D	F, D	F, D				
Family of Origin Project in HDFS 695	F, D	F, D	F, D	F, D			F, D
Theory and Application Paper in HDFS 697		F, D	F, D				
Exams in HDFS 784	F, D	F, D	F, D				
Internship Evaluation in HDFS 633	F, D	F, D	F, D	F, D	F, D		

<b>Assessment Method</b>	6. Demonstrate an understanding of human development across the life span and the family life cycle and the ability to integrate theories of development into their clinical work.	7. Display a comprehension of systems theory, including classic and contemporary couple and family therapy theories, with the capacity to employ systems theories in therapy with couples, families, and individuals.	8. Show proficiency in the interpersonal and therapeutic skills essential to the successful practice of couple and family therapy.	9. Make effective use of clinical supervision including openness to supervisory feedback, active participation, diligent preparation for supervision, ability to evaluate their own work and implementation of recommendations into clinical work with clients.	10. Exhibit an understanding of cultural diversity and the contextual factors that impact clients and the ability to integrate their knowledge and clinical skills in therapy with diverse individuals, couples, and families.	11. Demonstrate a beginning level knowledge of MFT research; and understanding of the research conducted by the Couple and family Therapy Clinic and the capacity to use this research in their therapy with clients.	12. Display a comprehension of the AAMFT Code of Ethics and legal issues; the capacity to assess ethical and legal issues in clinical work and to develop an ethical decision-making process to address ethical and legal challenges.
Practicum Evaluation in HDFS 639	F, D	F, D	F, D	F, D	F, D	F, D	F, D
Theory of Change paper in HDFS 639: Practicum in Family Therapy	F, D	F, D	F, D		F, D	F, D	F, D
General, Special, and Research Questions in Comprehensive Exam	S, D	S, D	S, D	S, D	S, D	S, D	S, D
Thesis in HDFS 699	S, D	S, D	S, D			S, D	S, D