

Family Therapy Program Goals and Student Learning Outcomes

Program Mission

The mission of the Marriage and Family Therapy (MFT) program at the University of Houston-Clear Lake is to be a vanguard of clinical and leadership empowerment by developing influential and diverse family therapists that strive to exert clinical, theoretical, and research-informed skills within the professional MFT community as well as the mental health community at large.

To accomplish this mission, the faculty has established four educational outcomes.

Program Goals

Students graduating from the UHCL master's program in Family Therapy will demonstrate competence in the following four areas:

- **Clinical:** Graduates will demonstrate clinical competence in providing therapy to individuals, couples, families, and groups.
- **Theoretical:** Graduates will demonstrate theoretical competence with individuals, couples, families, and groups.
- **Research-Informed:** Graduates will demonstrate research-informed competence with individuals, couples, families, and groups.
- **Professional Issues:** Graduates will demonstrate competence in professional issues in the field of couple and family therapy.

Student Learning Outcomes

To accomplish the educational outcomes, the faculty has developed the following six Student Learning Outcomes.

Clinical

1. Students demonstrate understanding and application of a wide-array of MFT therapeutic skills and techniques, and an awareness of their own emotional reactions.
2. Students demonstrate knowledge and sensitivity (not limited to) special issues such as diversity, gender, power and privilege relating to age, culture, ethnicity, religion, spirituality, addictions, sexual orientation and socioeconomic status.
3. Students will demonstrate understanding and application of systemic and individual assessment skills, hypothesis formulation and reformulation, and continuous evaluation of the therapeutic process as guides for the course of treatment.

Theoretical

4. Students assess individual, family, couple, and group dynamics, development, and structure from theoretical perspectives in both oral and written processes; demonstrate the ability to apply theory to practice.

Researched-Informed

5. Students demonstrate research-informed clinical conceptualizations and critical research evaluation skills.

Professional Issues & Behavior

6. Students demonstrate knowledge and responsibility for professional ethics and issues such as confidentiality, issues of dual relationships, record-keeping, time management, respect for other professions, exposure to local, state and national associations, involvement of the profession within community, and collaboration abilities and skills.
7. Students prepare for supervision (practicum and internship) by demonstrating critical thinking, well-reasoned questions, and thought-out goals to enhance their professional clinical development.