



2021-2022 MS Marriage and Family Therapy Program Annual Report

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INTRODUCTION

This report contains highlights of recent activities, changes, and initiatives that affect the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE)-accredited MS Marriage and Family Therapy (MFT) program. The program continues to focus on academic excellence through curriculum design, residency experiences, internship component, and learner advising. A comprehensive assessment process guides program improvement at the course, program, and school levels.

MS MARRIAGE AND FAMILY THERAPY PROGRAM MISSION STATEMENT

The Marriage and Family Therapy program helps prepare adult learners committed to leadership, advocacy, and service to pursue roles as Marriage and Family Therapists. Through our competency-based curriculum and comprehensive assessment program, we provide learners with the knowledge and skills to help them become practitioner-scholars serving a diverse population of clients across a variety of therapeutic settings and situations.

KEY PROGRAM MODIFICATIONS/HIGHLIGHTS IN 2021-2022

Capella's MFT program increased enrollment and continuation and graduation rates during the reporting period¹. The program was pleased to add an assistant program director to the leadership team and a new position, assistant MFT clinical coordinator supporting site-based learning (SBL). Program growth also supported the addition of three new core faculty members in 2022.

The MFT program endeavored to fully align with the COAMFTE version 12.5 Standards which were effective January 2022. The new standards brought positive changes which include the following:

- The allowance for 100% virtual supervision enables the MFT clinical faculty to provide the needed American Association of Marriage and Family Therapy (AAMFT) Approved Supervision.
- The total number of direct clinical hours needed to complete the SBL component was reduced to 300 from 500, supporting the timely completion of the program.
- Curriculum updates focused on supporting learner experiences with diverse, marginalized, and/or underserved communities. A learner empowerment group continues to meet each quarter providing feedback to the faculty for program improvements.

The MFT program revised the program goals and the student learning outcomes (SLOs) to align with the new COAMFTE standards. The program goals and SLOs are the foundation of the

¹ Unless otherwise noted, the “reporting period” used for the information in this report is July 2021 through June 2022.

outcomes-based educational framework for program assessment. The MFT learners and graduates are expected to demonstrate competency in the areas outlined below. The program measures SLOs through its assessment of learner performance in coursework, site-based learning, and residency; and through its assessment of alumni accomplishments, including licensure and employment status. The program measures the program goals through the achievements of the graduates.

The program goals of the MS MFT program are:

1. **Knowledge and Research:** Prepare graduates to think critically and integrate research in systemic clinical and theoretical conceptualization.
2. **Diversity and Multicultural Competence:** Prepares graduate to develop and support a culturally and ethnically sensitive academic and community environment which encourages active and challenging learning experiences
3. **Clinical Practice:** Prepare graduates with clinical knowledge and skills to competently and ethically apply systemic family therapy and therapy services with families, couples, and individuals.
4. **Ethics, Professional Identity, and Social Responsibility:** Prepare graduates to hold a professional MFT identity and demonstrate an ethical and social responsibility through community service, membership in relationally-focused professional organizations and scholarly activities.

The Student Learning Outcomes of the MS in Marriage and Family Therapy program are:

1. **Knowledge and Research:** Knowledge and Research: Effectively integrate and apply research and theories in the practice of marriage and family therapy, including individual and systemic theories.
2. **Diversity and Multicultural Competence:** Demonstrate knowledge of culturally and ethnically sensitive matters in a variety of settings while integrating concepts of social justice.
3. **Clinical Practice:** Demonstrate a systemic perspective in the application of clinical services in the field of marriage and family therapy.
4. **Ethics:** Comprehend and apply the American Association for Marriage and Family Therapy Code of Ethics.
5. **Professional Identity and Social Responsibility:** Identify as a marriage and family therapist and align with systemic clinical practice in accordance with state and national standards.

2021-2022 PROGRAM DEMOGRAPHICS

Diversity Statement

The School of Social and Behavioral Sciences at Capella University believes a diverse learning community is vital to achieving our mission of extending access to higher education. We believe that attracting, engaging, and supporting diverse learners, faculty, and staff strengthens our university. Capella values human potential and is committed to being an inclusive and culturally

competent institution. Capella strives to promote equity within and beyond our community through intentional actions and a transformative exchange of ideas.

Marriage and Family Therapy Program Diversity, Equity, and Inclusion Statement

The School of Social and Behavioral Sciences and associated clinical programs, including Marriage and Family Therapy, are committed to advancing the University's mission on diversity and inclusion. The Marriage and Family Therapy Program endorses COAMFTE's definition of diversity, which includes "race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation and national origin" (COAMFTE,2021). Administration and faculty are dedicated to training culturally competent therapists who are prepared to address the complex issues facing individuals, couples, families, social, community and political systems in a diverse and changing world.

The data below demonstrate the diversity of the MS Marriage and Family Therapy program learner population. The university has established a workstream associated with a 2022 and ongoing strategic initiative to hire more diverse faculty.

Learners

Race/Ethnicity	MFT Learners
American Indian or Alaska Native	0.34%
Asian	2.00%
Black or African American	27.43%
Hispanics of any race	11.14%
Native Hawaiian or Other Pacific Islander	0.23%
Nonresident Alien	0.29%
Race Unspecified	6.11%
Two or more races	3.94%
White	48.51%

*Column reflects the percentage of the total number of learners active in the program between July 2021and June 2022 that self-identified as each ethnicity.

Gender	MFT Learners
Female	89%
Male	11%
Prefer not to answer	0%

* Column reflects the percentage of the total number of learners active in the program between July 2021and June 2022 that self-identified as each gender.

Faculty

Ethnicity	MFT Faculty*
American Indian or Alaska Native	1.72%
Asian or Pacific Islander	3.45%
Black or African American	6.9%
Hispanics of any race	5.17%
Nonresident Alien	0%
Race unspecified/unknown	22.41%
Two or more races	0%
White	60.34%

*Column reflects the percentage of the total number of core and non-core faculty in the program between July 2021 and June 2022 that self-identified as each ethnicity.

Gender	MFT Faculty *
Female	39.66%
Male	36.21%
Prefers not to identify	24.14%

* Column reflects the percentage of the total number of core and non-core faculty in the program between July 2021 and June 2022 that self-identified as each gender.

Site Supervisors

Ethnicity	MFT Total*
American Indian or Alaska Native	.41%
Asian or Pacific Islander	2.05%
Black or African American	20.33%
Hispanics of any race	5.34%
Race unspecified/unknown	6.16%
Two or more races	4.52%
White	61.19%

*Column reflects the percentage of the total number of Site Supervisors in the program between July 2021 and June 2022 that self-identified as each ethnicity.

Gender	MFT Total*
Female	74.95%
Male	21.15%
Unspecified	3.9%

*Column reflects the percentage of the total number of Site Supervisors in the program between July 2021 and June 2022 that self-identified as each gender.

PROFESSIONAL STAFF

The School of Social and Behavioral Sciences at Capella includes the Departments of Psychology and of Counseling and Family Therapy, within which the Marriage and Family Therapy program is an academic unit.

This organization supports the program to ensure positive learner experience and the achievement of the Marriage and Family Therapy program's mission, goals, and outcomes. School and program leadership is as follows:

- **Joshua Stanley, EdD, NCC, ACS** – Dean, School of Social and Behavioral Sciences
- **Jody Neuman-Aamlie, PhD, LP** – Assistant Dean, Department of Counseling and Family Therapy
- **Carol Messmore, PhD, LMFT, AAMFT Approved Supervisor** – Program Director, Marriage and Family Therapy and PhD in Advanced Studies in Human Behavior
- **Kelly Heenan, PhD, LMFT, LPC, AAMFT Approved Supervisor** – Assistant Program Director, Marriage and Family Therapy
- **Bill Utesch, PhD, LMFT, AAMFT Approved Supervisor** – Accreditation and Curriculum Lead
- **Weston Crafton, PhD, LMFT, AAMFT Approved Supervisor** – MFT Clinical Coordinator
- **Todd Workman Jesness, PhD, LMFT, AAMFT Approved Supervisor** – MFT Assistant Clinical Coordinator
- **Trevon Clow, PhD, LMFT, LMHC** – Accreditation and Assessment Lead
- **Teresa Smith, EdD, NCC, NCSC** – Faculty Director

The program was pleased to add an assistant program director to the leadership team; Dr. Kelly Heenan accepted the position as of Spring quarter 2022. Dr. Messmore continues to oversee the MFT program curriculum, clinical training program, and the maintenance and enhancement of the program's quality together with Dr. Heenan. Dr. Weston Crafton moved into the MFT clinical coordinator position that Dr. Heenan held. Due to program growth, Dr. Todd Workman Jesness now serves in a new position as assistant MFT clinical coordinator supporting site-based learning (SBL). Program growth also supported the addition of three new core faculty members in 2022: Dr. Charmaine Borda, Dr. Laura Dupont, and Dr. Natalie Richardson.

The 26 MFT core faculty and Dr. Heenan report to and are evaluated by Dr. Messmore. The 27 part-time and adjunct faculty now have a shared reporting line to Dr. Messmore and the faculty director, Dr. Smith. The faculty director position is a university role focused on excellence in teaching and learner retention in collaboration with the program directors of the schools. The MFT program part-time and adjunct faculty continue to report to Program Director Dr. Messmore regarding curriculum, learners, and clinical activities. The faculty director reviews the part-time and adjunct faculty performance metrics and consults with the program director as part of the program assessment process. Dr. Messmore and Dr. Heenan continue to oversee the MFT clinical training program led by Dr. Crafton. The new structure supports each program with added resources and increases the opportunity for collaboration to drive learner and program success.

INNOVATIVE PROCESSES SUPPORTING THE MFT PROGRAM

Action Analytics and MFT Assessment System

The MFT program assessment system provides a framework for regular faculty-led review of curriculum, program procedures and policy, and learner development for the program. The Assessment Plan establishes the guidelines for the Action Analytics process. Within this comprehensive assessment plan, program faculty review data to identify the program's strengths and areas of opportunity and to assess the program's effectiveness in meeting its outcomes and professional standards.

Faculty Advising Forum

A faculty advisor provides guidance and support to learners in the MFT program throughout the program. This advising occurs in the Faculty Advising Forum (FAF), an online courseroom available to learners throughout their program providing important program information, including resources for academic, residency, and site-based learning, and to support learners' personal and professional development. Each FAF courseroom is structured by geographic region, which allows for the sharing of regionally specific information and resources and an opportunity for learners to build their professional network. The FAF courserooms are facilitated by a faculty advisor who is a core faculty member of the MFT program.

The Academic Learner Review (ALR) that takes place within the FAF provides an opportunity for learners to consult with their program faculty advisor at key milestones throughout their program, beginning in their first quarter of enrollment. As part of the ALR, faculty review learner progress and development as measured by learning outcomes and professional disposition assessments and create plans for strengthening future performance and professional identity development.

HONOR SOCIETY

The Pi chapter of Delta Kappa International Marriage and Family Therapy Academic Honor Society inducts new members each quarter. An Executive Board composed of eight Capella learners lead the chapter, and two faculty advisors provide guidance. The chapter engages in philanthropic activities, awards scholarships to current learners in the MFT program, and sponsors professionally oriented webinars for learners and graduates.

LEARNER ADVOCACY AND EMPOWERMENT GROUP

A student group facilitated by three faculty advisors was established in 2022 to support all learners focusing on advocacy and empowerment, with emphasis on how those concepts relate to diversity, equity, and inclusion. The learners meet regularly to discuss topics and provide feedback to the faculty advisors for program improvement. The feedback is shared with faculty in the monthly faculty meetings. Changes made as a result are communicated to the learner group.

ADVISORY COUNCIL

The Marriage and Family Therapy Advisory Council comprises key stakeholders including faculty, practitioners/site supervisors, and graduates. The council meets regularly to review program and accreditation updates and explore topics that are relevant to the enhancement and further development of the programs.

ACADEMIC STANDARDS AND PROFESSIONAL FITNESS COMMITTEES

The School of Social and Behavioral Sciences Professional Standards and Academic Faculty Review Panels continue to support a growth-based review of learner needs, strengths, and academic/professional requirements. The committee is composed of faculty members from the school representing each program.