# Grading Rubric for Comprehensive Examinations

Each committee member will independently rate the written component of comprehensive examination. The oral will be graded after the student presentation component. The student will be rated on items using the following using the following scale:

* 3= Satisfactory(student has met competency in area)
* 2=Satisfactory with reservations (modifications are required to components of the comprehensive exam)
* 1=Unsatisfactory

## Portfolio

### Clinical Work

Students demonstrate competence in clinical work by including in their portfolios materials that show that the student has an advanced understanding of C/MFT theory and that they can apply this theory to the couples and families with whom they work

| **Item** | **Rating** | **Comment** |
| --- | --- | --- |
| 1. Theory of Change document describes how the student conceptualizes problem development
 |  |  |
| 1. Theory of Change document describes how student conceptualizes change in therapy
 |  |  |
| 1. Theory of Change document describes what a student does to facilitate change
 |  |  |
| 1. Theory of Change document describes how students ideas regarding change in therapy are linked to research
 |  |  |
| 1. Theory of Change document describes how student incorporates issues of age, gender, gender identity, race, socioeconomic status, religion, and sexual orientation into the theory of change
 |  |  |
| 1. Overall, the Theory of Change document demonstrate student’s advanced understanding and application of C/MFT theory to their practice.
 |  |  |
| 1. Student has successfully passed the AMFTRB licensure exam
 |  |  |

### Teaching

Students demonstrate competency in teaching by including in their portfolio materials that show that the students has developed a philosophy of teaching, has had teaching experience, and that the student has received positive feedback from student or supervisors regarding their teaching.

| **Item** | **Rating** | **Comment** |
| --- | --- | --- |
| 1. Philosophy of Teaching document describes how the student believes learning occurs in the classroom
 |  |  |
| 1. Philosophy of Teaching document describes how the student’s teaching facilitate learning
 |  |  |
| 1. Philosophy of Teaching document describes how the student creates an inclusive learning environment
 |  |  |
| 1. Evaluations of teaching are satisfactory
 |  |  |

### Research

Students demonstrate competency in research by including in their portfolio evidence that they know and can critique the couple and family therapy literature, and that through their critique they can create unique research questions addressing areas of weakness in the current literature. Moreover, students must demonstrate the ability to test theses hypotheses by collecting and analyzing data, and interpreting and writing up the results.

| **Item** | **Rating** | **Comment** |
| --- | --- | --- |
| 1. Statement of Research document clearly delineates student’s research area of interest
 |  |  |
| 1. Statement of Research document provides an overview of student’s current research and the student’s trajectory of research
 |  |  |
| 1. Grant Application document provides a clear rationale for the proposed study
 |  |  |
| 1. Grant Application document describes who the grant proposal is significant and innovative
 |  |  |
| 1. Grant Application document clearly and thoroughly describes the approach for the proposed study
 |  |  |
| 1. Manuscripts included in portfolio are of publishable quality
 |  |  |

### Service

Students demonstrate competency in service by including in their portfolio materials that exhibit that the student has served the program, department and field of couple and family therapy.

| **Item** | **Rating** | **Comment** |
| --- | --- | --- |
| 1. Documentation in portfolio suggests that student has engaged in meaningful service to the program, department of field.
 |  |  |

### Ethics

Students will demonstrate their ethical competency by successfully creating and defending an ethics autobiography paper that describes their personal ethical development and their ethical decision making style.

| **Item** | **Rating** | **Comment** |
| --- | --- | --- |
| 1. Documentation in portfolio suggests that student has described and supported their personal ethical development and ethical decision making process.
 |  |  |

### Multicultural Responsiveness

Students will demonstrate their multicultural responsiveness by creating a multicultural statement that describes how students infuses issues of power, privilege, and oppression into their research, teaching, and theoretical/clinical work.

| **Item** | **Rating** | **Comment** |
| --- | --- | --- |
| 1. Documentation in portfolio suggests that student has integrated an understanding of power, privilege, and oppression into their research, teaching, and clinical work.
 |  |  |

## Oral Defense

| **Item** | **Rating** | **Comment** |
| --- | --- | --- |
| 1. Student was able satisfactorily answer questions regarding their theory of change
 |  |  |
| 1. Student was able satisfactorily answer questions regarding their teaching experiences and philosophy of teaching
 |  |  |
| 1. Student was able satisfactorily answer questions regarding their research content area, the methods and results of the their publishable manuscripts, and the significance, innovation, and approach of the grant application
 |  |  |
| 1. Student was able satisfactorily answer questions regarding their ethical decision making and ethical development
 |  |  |
| 1. Student was able satisfactorily answer questions regarding their integration of multiculturally responsiveness into their research, teaching, and clinical work.
 |  |  |