

MFT Program Outcome-Based Education Framework and Assessment Plan

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KE I-A: Outcome-Based Educational Framework

MFT Program Goals, Student Learning Outcomes, Targets, and Assessment Measures

Valdosta State University Mission

Student Mission. To provide a diverse student population with an inspired education, a safe learning environment, a nurturing community, and a wealth of experience that assists students in molding their futures in a creative, conscious, and caring fashion while preparing them to be lifelong learners who will meet the needs of a changing global society.

University Mission. To operate the university with a focus toward human, environmental, and financial sustainability while increasing value to our local, regional, national, and international stakeholders. To expand opportunities for our students, employees, and varied community members by promoting social justice and service learning.

Regional Mission. To provide our region and our home with the resources and support necessary to develop and sustain a higher quality of living, greater economic and community development, and inspired innovation that nurtures and respects our diverse population and beautiful environment while promoting academic outreach, public and private entrepreneurship, and collaboration with all regional entities.

MFT Program Mission

In concert with the Valdosta State University mission and its embrace of service learning, safety, respect, community collaboration, creativity, social justice, and sustainability, the mission of the Marriage and Family Therapy Program is to provide students with in-depth knowledge and understanding of the interconnected, interrelated, and systemic nature of the world, particularly as these pertain to the formation and resolution of human problems. This systems-theoretical knowledge base forms the epistemological foundation upon which students acquire an MFT identity and develop the clinical skills necessary to therapeutic practice that is ethical, grounded in research, multi-culturally competent, and readies students for employment in a variety of mental health settings with a diverse range of clients.

MFT Program Goals

Program Goal 1 – Diversity. The program will demonstrate that graduates consider ethnicity, race, gender, socioeconomic status, and culture in clinical work.

Program Goal 2 – Knowledge. The program will demonstrate that graduates have a master’s level understanding of systems theory, relational/contextual thinking, and the ability to apply a systems/relational orientation to the assessment and treatment of clients.

Program Goal 3 – Practice. The program will demonstrate that graduates have the clinical competencies and personal qualities necessary to gain employment in a variety of mental health settings.

Program Goal 4 – Professional MFT Identity. The program will demonstrate graduate readiness to assume the identity of a professional Marriage and Family Therapist.

Program Goal 5 – Research. The program will demonstrate student understanding of the way research informs relational family therapy treatment.

Program Goal 6 – Ethics. The program will demonstrate that graduates understand and apply a systemic ethic and the AAMFT Code of Ethics to clinical work.

Five of the above PGs are based on five developmental competencies identified by COAMFTE (Accreditation Standards V12.5):

- Knowledge of the MFT profession
- Practice of relational/systemic therapy as a qualified behavioral/mental health provider
- Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies
- Awareness, knowledge and skill to responsibly serve diverse communities
- Development and application of research to further the knowledge and practice of the MFT profession.

MFT Program Student Learning Outcomes

SLO 1. Practice from a multi-culturally sensitive lens

SLO 2. Practice from a systemic lens

SLO 3. Be prepared to obtain entry-level employment in mental health settings

SLO 4. Claim the professional identity of a Marriage and Family Therapist

SLO 5. Recognize the ways research informs relational family therapy treatment

SLO 6. Practice informed by ethics

Relationship Between Missions, PGs, SLOs, Targets, and Assessment Mechanisms

The University mission, MFT program mission, MFT Program Goals (PGs), program Student Learning Outcomes (SLOs), and MFT core competencies are linked. The PGs are aligned with the university mission and the competencies in the areas of **diversity, knowledge, practice, MFT identity, research, and ethics**. Each PG has an SLO, which is assessed by identified assessment mechanisms (also known as course requirements, such as exams, papers, projects, presentations, etc.). Aggregated scores from assessment mechanisms determine whether established targets and SLOs have been met. With this data, the program can determine where and what kind of improvements can be made.

Presented as a whole, the MFT Program’s PGs, SLOs, core competency objectives, targets, and assessment mechanisms are as follows:

Program Goal 1. Diversity

The program will demonstrate that graduates consider ethnicity, race, gender, socioeconomic status, and culture in clinical work.

Core Competency Objectives

1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).

2.1.6 Understand the strengths and limitations of the models of assessment and diagnosis, especially as they relate to different cultural, economic, and ethnic groups.

SLO 1: Practice from a multi-culturally¹ sensitive lens

Targets & Assessment Mechanisms

1. 80% of students will earn a minimum score of 75% on the Privilege Project in *MFTH 7050 Diversity, Inclusion, and Social Justice*.
2. 80% of students will earn a minimum score of 75% on the Public Conversations Project Reflection Paper in *MFTH 6900: Foundations of Family Therapy*.
3. 80% of students will earn a minimum average score of 3 across three continuous semesters on diversity items (2, 29, and 53) and (4, 31, 55) of the *Practicum Evaluation* in *MFTH 7600 Practicum*.

¹ The term “multi-cultural” embraces a wide range of diversity concerns, issues, and identities including but not limited to religion and spiritual practices, age and generational identity, language and linguistic diversity, mental health and neurodiversity, geographic location and regional identity, education and intellectual background, body size and appearance, gender, gender identity, sexual orientation and affiliation, race ethnicity, socioeconomic status, family history, disability and accessibility, immigration status, cognitive and sensory diversity; environmental or ecological identity; historical trauma and collective memory; cultural and ethnic subgroups, nationality, political affiliation and ideology; life experiences and personal Narratives; and social and community networks.

Program Goal 2. Knowledge

The program will demonstrate that graduates have a master's level understanding of systems theory, relational/contextual thinking, and the ability to apply a systems/relational orientation to the assessment and treatment of clients.

Core Competency Objectives

1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
2.3.6 Assess family history and dynamics using a genogram or other assessment instruments.
4.2.2 Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes

SLO 2: Practice from a systemic lens

Targets & Assessment Mechanisms

- 80% of students will earn a minimum score of 75% on an exam question addressing a systemic ethic in *MFTH 6800 Relational Theory, Practice, and Ethics*.
- 80% of students will earn a minimum score of 75% on the Clinical Case Presentation (evaluated through genogram, systemic hypothesis, and content/process distinction) in *MFTH 7601 Treatment Issues in MFT*.
- 80% of students will earn a minimum average score of 3 across three continuous semesters for items (5, 32, 56), (6, 33, 57), and (7, 34, 58) concerning systemic thinking on the Practicum Evaluation used in *MFTH 7600: Practicum in MFT*.

Program Goal 3. Practice

The program will demonstrate that students possess the clinical competencies and personal qualities necessary to secure employment in a variety of mental health settings.

Core Competency Objectives

2.1.1 Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes (e.g. family, relational, and system dynamics).
4.3.3 Reframe problems and recursive interaction patterns.
4.3.4 Generate relational questions and reflexive comments in the therapy room.

SLO 3: Obtain entry-level employment in mental health settings

Targets & Assessment Mechanisms

- 80% of students will earn a minimum score of 75% on the Encountering Difference Project in *MFTH 7500: Development in the Family System*.
- 80% of students will earn a minimum score of 75% on the Comprehensive Exam I.
- 80% of students will earn a minimum score of 3 for items 28, 51, 62 concerning independent work on the Practicum Evaluation used in *MFTH 7600: Practicum in MFT*.

Program Goal 4. Professional MFT Identity

The program will demonstrate student readiness to assume the identity of a professional Marriage and Family Therapist.

Core Competency Objectives

1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.

4.5.3 Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.

SLO 4: Students will claim the professional identity of a Marriage and Family Therapist

Targets & Assessment Mechanisms

1. 80% of students will respond with a 5 or greater on the SLO survey question concerning MFT Identity.
2. 80% of students will earn a minimum average score of 3 for items 17, 42, 65 and items 18, 43, and 66, concerning professional identity on the Practicum Evaluation used in *MFTH 7600: Practicum in MFT*.
3. 80% of students will earn a minimum score of 75% on the Comprehensive Exam II.

Program Goal 5. Research

The program will demonstrate students' understanding of the ways research informs relational family therapy treatment.

Core Competency Objectives

6.3.2 Use current MFT and other research to inform clinical practice.

6.3.4 Determine the effectiveness of clinical practice and techniques.
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SLO 5: Recognize the ways research informs relational family therapy treatment

Targets & Assessment Mechanisms

1. 80% of students will earn a minimum of 75% on the Qualitative Research Project in *MFTH 7200: Research in MFT*.
2. 80% of students will earn a minimum of 75% on the Diagnosis and Disorder Group Presentation in *MFTH 7400 Psychopathology & Psychopharmacology in MFT*.
3. 80% of students will earn a minimum score of 3 on their narrative response to the Comprehensive Exam II question concerning the ways research shapes the field of family therapy.

Program Goal 6. Ethics

The program will demonstrate that graduates understand and apply systemic ethics and the AAMFT Code of Ethics to clinical work.

Core Competency Objectives

5.1.2 Know professional ethics and standards of practice that apply to the practice of marriage and family therapy.
5.2.1 Recognize situations in which ethics, laws, professional liability, and standards of practice apply.

SLO 6: Practice informed by ethics

Targets & Assessment Mechanisms

1. 80% of students will earn a minimum of 75% on the Portfolio in *MFTH 7350 Legal Issues in MFT*.
2. 80% of students will earn a minimum of 75% on the Ethics Quiz in *MFTH 7880: Professional Ethics Seminar*.
3. 80% of students will earn a minimum average score of 3 for practice items 27, 50, 74 concerning a systemic ethic in the *MFTH 7600: Practicum in MFT Practicum Evaluation*.

Putting It All Together

An OBE Framework of PGs, SLO's, Targets, and Assessment Mechanisms

The university and program missions, program goals, and student learning outcomes presented above demonstrate alignment with an outcome-based education (OBE) framework, consistent with COAMFTE accreditation standards. COAMFTE defines outcome-based education as *a framework where the focus is on the assessment of program outcomes (empirical measures of student achievement at the student and program level) rather than on the assessment of inputs (such as coursework and resources available to students). The primary focus of assessment is evaluating a program's goals and outcomes based solely on specific measures of student competency.* (Accreditation Standards, Version 12.5, p. 37)

In accordance with this definition, the program systematically identifies expected student outcomes and uses ongoing assessment data to evaluate the extent to which these outcomes are achieved, informing continuous program improvement.

Put another way: Rather than courses consisting of a course working its way through a book, chapter- by-chapter, the program establishes program goals (PGs), which are related to AAMFT core competencies. The PGs are linked to actions—student learning outcomes (SLOs)—that are linked to targets and operationalized using assessment measures.

By reading from the bottom of this page, starting with #1 and moving up to #5 at the top, you can see how the program's mission, PGs, SLOs, targets, and assessment mechanisms come together to inform each other at ever encompassing levels.

5. When the program has achieved all its PGs, it is succeeding at educating students from an outcome-based framework.
4. Each SLO is paired with a program goal (PG), each of which addresses one of six broad areas. Five are required by COAMFTE: Diversity, Knowledge, Practice, MFT Identity (not COAMFTE required), Research, and Ethics.
3. As targets associated with an SLO are met and the SLO is said to have been achieved, then the program can say that the PG associated with the SLO has been achieved. PGs Targets are linked to SLOs. When aggregated target data indicates that target criteria have been met, the program can say that it has successfully taught what the course claims to teach. This means the program can say it has fulfilled a part of a student learning outcome (SLO). We say "*part of an SLO is fulfilled*" because each SLO has at least three targets. All targets associated with a given SLO must be met to be able to say that the SLO has been successfully achieved.
2. Targets indicate collective achievement. For example, a target might be say, "80% of students in the class will get 75% or better on the exam question about systemic ethics." With the successful completion of each assessment measure, the class hits a course target. For example, when you and your classmates collectively produce a minimum score of 75%, then the Program can say that the target was met.
 1. Beginning at the smallest level and working up to the most encompassing level: Every course in the curriculum has objectives. An example of a course objective might be that students can recognize the difference between Structural family therapy and Narrative family therapy. To test whether you have learned this, your professor asks you to complete certain assessment measures (an exam, a paper, a project, a presentation, etc.). Some assessment measures are selected as target

[Click here](#) for a visual model illustrating the OBE relationships among course objectives, requirements, targets (SLOs and PGs), and accreditation standards.

KE I-B: Plan for Assessing Outcome-Based Educational Achievement

The MFT Program maintains an overall outcome-based assessment plan that, per Standard I: Outcome-Based Education Framework, KE I-A includes the following elements:

1. A description of how and by whom assessment data for student learning outcomes and graduate achievement are collected, reviewed, and acted on as needed.
2. Mechanisms for assuring that selected communities of interest input are included in the review process.
3. An assessment timeline that identifies expected completion of assessment review cycles.
4. A description of how and by whom the program's outcome-based education framework and its assessment plan are reviewed for improvement actions as needed.

SLO assessment occurs as part of the writing of the annual Institutional Effectiveness Report (IER) and Institutional Effectiveness Plan (IEP). Although the program collects data on all SLOs with targets for all semesters, two SLOs are closely reviewed each year in accordance with the MFTH SLO Assessment Schedule/IEP (see table below) and a written report produced and submitted to the [Office of Institutional Effectiveness](#), where it is approved by signature through the following administrative chain: Human Services Department Head > College Assessment Committee > Dean of the College of Education and Human Services > University Provost and Vice President for Academic Affairs > University Assessment Committee. In this way, each SLO is closely evaluated every three years. All six SLOs are assessed over a period of six years.

How, When, and By Whom GAD and SLO Data are Collected/Review

The [Master Schedule of Surveys and Evaluations](#) specifies how, when, and by whom surveys and evaluations are administered.

Mechanisms for Assuring COIs are Included in the Review Process

The Program uses the various surveys and evaluations listed on the [Master Schedule of Surveys and Evaluations](#) to ensure that COIs are included in the review process. In addition, COIs are included in the review process via the following:

1. MFT Program Newsletter (alumni)
2. Master Series and Community Meeting (current students, faculty)
3. Faculty meetings (core and non-core faculty)
4. Over the years, graduates have randomly contacted faculty request recommendations or share news of licensure, employment, and promotions. During these conversations, faculty get missing GAD and SLO data (alumni)

Note: Although VSU administrators are not included in the MFT Program's pool of COIs, they receive ongoing results of review processes through the Comprehensive Program Review and annual Institutional effectiveness reports and plans (IER and IEP).

Timeline of Assessment Review Cycles

The [Master Schedule of Surveys and Evaluations](#) outlines when assessment surveys are administered. Additionally. . .

1. Newsletter sent annually or bi-annually to program graduates.
2. Master Series and Community Meeting scheduled usually around February and September
3. Faculty meetings (weekly, open to all faculty, core and adjunct)
4. Informally, graduates contact faculty over time to request recommendations and share news of licensure, employment, and promotions. During these conversations, faculty get missing GAD and SLO data.

Schedule for Faculty Review and Analysis of SLO and other data:

Summer (June – August) - Annual faculty meeting to review and assess all SLO data

August/Sept - Write IER

September 30 - Submit IER

Year	MFT SLO Assessment Schedule/IER	Data Analyzed	Submission Date & Year
2018 - 2019	SLO 5: Recognize the way research informs relational family therapy treatment	Fall 2017, Spring & Summer 2018 semesters	9/30/2019
	SLO 6: Practice Informed by ethics		
2019 - 2020	SLO 1. Practice from a multi-culturally sensitive lens	Fall 2018, Spring & Summer 2019 semesters	9/30/2020
	SLO 2. Practice from a systemic lens		
2020 - 2021	SLO 3: Obtain entry-level employment in mental health settings	Fall 2019, Spring & Summer 2020 semesters	9/30/2021
	SLO 4: Claim the Professional Identity of a Marriage and Family Therapist		
2021 - 2022	SLO 5: Recognize the way research informs relational family therapy treatment	Fall 2020, Spring & Summer 2021 semesters	9/30/2022
	SLO 6: Practice Informed by ethics		
2022 - 2023	SLO 3: Obtain entry-level employment in mental health settings	Fall 2021, Spring & Summer 2022 semesters	9/30/2023
	SLO 4: Claim the Professional Identity of a Marriage & Family Therapist		

2023 - 2024	SLO 5: Recognize the way research informs relational family therapy treatment	Fall 2022, Spring & Summer 2023 semesters	9/30/2024
	SLO 6: Practice Informed by ethics		
2024 - 2025	SLO 1: Practice from a multi-culturally sensitive lens	Fall 2023, Spring & Summer 2024 semesters	9/30/2025
	SLO 2: Practice from a systemic lens		
2025 - 2026	SLO 5: Recognize the way research informs relational family therapy treatment	Fall 2025, Spring & Summer 2026 semesters	9/30/2025
	SLO 6: Practice Informed by ethics		

* The IER represents work accomplished during the Summer, Fall, and Spring semesters of the past year.

* The IEP represents work forecast for the upcoming Summer, Fall, and Spring semesters.

Note: Every five years, the program submits a [Comprehensive Program Review](#), which involves analysis of both quantitative and qualitative data and produces a systematic review of the effectiveness of the MFT Program. Although administrators are not formally included in the pool of MFT Program communities of interest, [the CPR](#) gives administrators a report that addresses the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. The MS in Marriage and Family Therapy Comprehensive Program Review schedule is as follows:

Upcoming: 2031 – 2032

Most Recent: 2024 – 2025

Prior: 2018 – 2019

KE I-C: Plan for Assessing Environmental Supports

Environmental supports are institutional and program resources that contribute to successful student achievement, program quality, and an inclusive and diverse learning environment.

How the Program Promotes an Inclusive & Diverse Learning Environment

The Program publishes a [Policy on Promoting an Inclusive and Diverse Learning Environment](#).

How the Program Receives, Reviews, and Responds to Complaints, Grievances, and Student Concerns

The Program publishes a [Policy on Student Concerns, Complaints, and Grievances](#).

How the Program Monitors Other Environmental Supports

The Program regularly monitors the following environmental supports according to the published [Policy on Environmental Supports](#):

- fiscal and physical resources
- technological resources
- instructional and clinical resources
- academic resources and student support services
- Disaster Planning and Recovery Information
- Responses to Illegal or Inappropriate Uses of Technology Systems and Resources

The timeline for monitoring these environmental supports accords with the [Master Schedule of Surveys and Evaluations](#).

How the Program Complies with Institutional Policies and Procedures

The MFT Program, including all students and faculty, comply with all institutional policies and procedures which entail the following:

1. Annual completion of Compliance Training, which includes the following:
 - a. Ethics
 - b. Conflicts of Interest and Conflicts of Commitment
 - c. Drug Free Workplace
 - d. FERPA
 - e. Motor Vehicle Policy
 - f. Sexual Misconduct and Title IX Policies
2. Technology: Annual completion of CyberSecurity Training, which includes the following:
 - a. Responses to illegal or inappropriate uses of technology systems and resources
 - b. Recognition of spam, phishing, etc.
3. Disaster Planning and Recovery Information, which includes the following
 - a. Policy on Guns on Campus
 - b. [Emergency Information](#)
 - c. Click on Emergency Quick Reference Guide

4. Faculty Graduate Status, renewed every 5 years for all full time MFT faculty and every 3 years for part-time faculty.

How the Program Ensures the Reliability of Technology Systems, the Integrity and Security of Data, and Safeguards Student and Client Information in Accordance with Applicable Regulations and Guidelines

Reliability of Technological Systems

The following approaches ensure that technology consistently works for instruction, supervision, and clinical training:

- The Program uses only institution-supported platforms (e.g., email, BlazeView, Teams videoconferencing, HIPAA compliant Valt video recording, etc.)
- Centralized IT support maintains necessary service-level agreements (e.g., Acrobat, DocuSign, Percipio, Galileo, etc.)
- Centralized IT performs regular system maintenance, updates, and downtime monitoring
- Centralized IT maintains redundant systems and data backups (cloud-based or on-site)
- Centralized IT maintains clear policies and procedures for reporting and resolving technical failures

Integrity and Security of Data

The MFT Program is protected from unauthorized access alteration or loss via the following:

- secure login credentials (unique usernames, strong passwords, MFA)
- role-based access controls (only authorized users can access sensitive data)
- encrypted data storage and transmission
- audit trails for clinical documentation systems
- regular security updates and vulnerability monitoring
- Valt is configured to restrict the downloading of confidential materials to authorized faculty members only. Students are permitted to download such materials solely with documented faculty authorization and in strict accordance with the Program's Policy on Technology. These safeguards are designed to ensure compliance with FERPA and HIPAA requirements, as applicable, as well as the AAMFT Code of Ethics, thereby protecting the integrity, security, and confidentiality of student and client information.

Safeguarding Student and Client Information

The MFT Program adheres to the following:

- HIPAA compliance (or equivalent) for client health information
- FERPA compliance for the protection of student educational records
- Use of institution-approved, HIPAA-compliant telehealth platforms (VALT) for the protection of client health information.
- Central IT generated Business Associate Agreements (BAAs) with technology vendors
- Secure, access-controlled storage of recordings, supervision notes, and client files
- Established data retention and secure data destruction timelines in accordance with institutional policy, legal requirements, and the AAMFT Code of Ethics

For more detail, see Policy on Environment Supports.

Training and Accountability

The MFT Program places emphasis on **systems + policies + training**, rather than just tools with the understanding that it is people—not just systems—who must be prepared to protect data. To this end, our faculty and students undergo a number of trainings:

- training for students, faculty, and supervisors on:
 - Confidentiality
 - Ethical use of technology
 - Teletherapy best practices
- signed confidentiality and technology-use agreements
- clear consequences for policy violations

Compliance With Applicable Laws, Regulations and Professional Standards

The MFT Program aligns its practices with the following professional and legal standards.

- AAMFT Code of Ethics
- HIPAA
- FERPA
- Georgia state privacy laws
- Georgia state practice rule and laws
- VSU data governance policies
- VSU training
- Telehealth best practices guidelines

Monitoring, Review, and Incident Response

The MFT Program is knowledgeable, prepared, and able to respond should something go wrong.

- regular review of policies
- program compliance with University AI Plagiarism policy
- incident response plans for data breaches
- adherence to IT reporting protocols for suspected violations
- Coordination with VSU legal and IT departments

Review of the OBE Framework and Assessment Plan

Every five years or sooner, when necessary (i.e., when changes effect the OBE framework—perhaps changes in accreditation standards, state laws, core competencies, program direction or mission, overarching university changes (examples might be move from face-to-face program to an online program, college reorganization resulting in the MFT Program moving to a different college, etc.), program faculty will undertake a review of the program’s overarching outcome-based education (OBE) framework, comprising its mission, PGs, SLOs, course assessment measures as well as the Program’s Assessment Plan. Any changes made to the OBE framework may prompt corresponding revisions to the program’s Assessment Plan. Changes to the Assessment Plan may or may not prompt necessary revisions to the OBE framework.

The process begins with establishing annually whether there is need for such a review. This need-establishment is conducted by the full faculty during a late Spring or early Fall MFT faculty meeting, in time for publication of the program newsletter. Criteria from the *Rubric for Assessing Need for R & R of OBE & AP* guides the review:

Rubric for Assessing Need for R & R of OBE & AP			
Annually, the full core program faculty will determine whether need exists for a review and revision of the overall outcome-based educational (OBE) framework and Assessment Plan (AP) by following the criteria listed in this rubric. A unanimous answer "no" to all questions indicates that an assessment is unnecessary. Any other votes may indicate need for further assessment.			
Have significant changes to any of the below criteria generated substantial program changes?			
Criteria	Y	N	Notes
Program Mission			
Composition of core, full-time program faculty (reduced > 49% since last re-accreditation?)			
Program Goals			
SLOs			
University Carnegie classification			
Physical location/state of repair of program offices, learning spaces, clinic?			
Program operating budget (more than 15% Decline?)			
AAMFT Code of Ethics			
AAMFT Core Competencies?			
AMFTRB Examination Domains, Task, and Knowledge Statements?			
Georgia Licensure Law for MFTs			
MFT student retention rate (dropped below 70%)			
Licensure rate of program graduates dropped below 70%			
Graduate job placement rate dropped			

below 70%			
Has program failed to follow its Assessment Plan			

If any criteria in the above *Rubric for Assessing Need for R & R of OBE & AP* are answered affirmatively, program faculty will exam the identified areas of concern and determine whether a comprehensive review and revision of the overall outcome-based education framework (OBE) and assessment plan is warranted. If a full review is deemed necessary, the following steps will be taken:

1. **Develop a Review Strategy:** Faculty will develop a clear strategy and plan for conducting the OBE review and revision process.
2. **Evaluate the Program Mission.** MFT program faculty will review the program mission to ensure continued alignment with the university mission and with COAMFTE accreditation standards, while supporting a rigorous education in Marriage and Family Therapy.
3. **Review Program Structure and Alignment.** Faculty will review Program Goals, Student Learning Outcomes, core competencies, benchmarks, assessment measures and instruments, curriculum requirements, policies and procedures, staffing, and environmental supports (e.g., fiscal, physical, clinical, technological, instructional, and student academic support, etc.) to ensure alignment with the program mission, Program Goals, and Student Learning Outcomes.
4. **Revise Program Goals and Student Learning Outcomes as Needed.** Program Goals and Student Learning Outcomes may remain unchanged, be revised for improved alignment with the university and program missions, or be expanded or reduced in number. The primary objective of this phase is to ensure that
 - a. the educational framework and assessment plan effectively support program quality and prepare graduates to meet the evolving mental health needs of the region and nation; and
 - b. The program provides a rigorous, high-quality Marriage and Family Therapy education that produces effective clinicians.
5. **Solicit Community of Interest (COI) Feedback.** Relevant Communities of Interest will be invited to review the revised program mission, Program Goals, and Student Learning Outcomes. Based on COI feedback, further revisions may be made as appropriate.
6. **Review and Revise the Curriculum.** Faculty will conduct a comprehensive review of the curriculum and make necessary revisions to course offerings, sequencing, content, syllabi or other relevant curricular aspects to ensure alignment with the program mission, Program Goals, and Student Learning Outcomes.
7. **Evaluate Program Resources and Infrastructure.** Faculty will review all program requirements, policies and procedures, staffing, and resources and services (including fiscal, physical, clinical, technological, instructional, and student support resources) to confirm that sufficient capacity exists to achieve the program's stated mission, goals, and

outcomes.

8. **Update Assessment Instruments and Policies.** Based on the review of the Assessment Plan and overarching OBE framework, the program will update or revise, as needed, the relevance, accuracy, currency, and appropriateness of all surveys, evaluations, assessment instruments, and related policies. This review may, as necessary, also address the reliability and validity of data collection instruments.