

Curriculum Map for Assessment of Student Learning Outcomes by Course Embedded Assessments

(Program Goal by Student Learning Outcome by Course by Assessment by Objective with Targets and Benchmarks)

Program Mission

The Mercer University School of Medicine Master of Family Therapy (MFT) program mission is to transform MFT students into competent, compassionate and ethical professionals who work collaboratively to meet the needs of individuals, couples, families and communities, including the rural and underserved. Emphasizing interactive and case-based teaching strategies, our student-centered faculty provides a conceptual and practical foundation that equips graduates to be discerning consumers and innovative producers of knowledge across a variety of medical and other clinical settings, as well as academic institutions. This foundation prepares clinicians to articulate and utilize a wide variety of philosophical perspectives, theoretical orientations, and clinical modalities, all with sensitivity and responsiveness to diverse contextual factors that impact therapist and client systems, as well as institutions and communities in which they participate. Through scholarship and clinical outreach, students and faculty work closely to have local, regional, national, and global impact.

Program Goal 1

KNOWLEDGE: Mercer MFT students, graduates, and faculty will infuse systemic/relational and biopsychosocial/spiritual perspectives into academic work, clinical activities, service, and scholarship.

Student Learning Outcome 1

Students have the basic core competencies to infuse systemic and biopsychosocial/spiritual perspectives into their academic work, clinical activities, service, and scholarship.

Objectives:

1.1. Students are able to identify and articulate the core concepts of systems theory and how to operate from a systemic/relational perspective.
1.2. Students can apply core concepts of systems theory to the clinical treatment of individuals, couples, families, and communities.
1.3. Students are able to assess and identify all of the components of the biopsychosocial/spiritual perspective.
1.4. Students can apply all components of the biopsychosocial/spiritual perspective to the conceptualization and treatment of individuals, couples, families, and communities.
1.5. Students can identify and articulate the intersection between neuroscience and interpersonal processes that shape human behavior and influence therapeutic interactions.

Targets and Benchmarks:

80% of students will score 80% or higher on each course embedded assessment.

Course #	Course Name	Course Embedded Assessment	Objectives (25)				
			1.1	1.2	1.3	1.4	1.5
MFT610	Foundations of Family Studies	Systemic Analysis Paper	X				
MFT630	Assessment and Diagnosis in FT	Biopsychosocial/Spiritual Assessment			X		

MFT630	Assessment and Diagnosis in FT	Pharmacology Treatment Table					X
MFT635	Foundational Skills in Practicum	Case Presentation Forms PP		X		X	
MFT640	Clinical Treatment with Child., Adol., and Families	Adolescent Case Study and Treatment Plan		X		X	
MFT640	Clinical Treatment with Child., Adol., and Families	Child Case Study and Treatment Plan		X		X	
MFT645	Addiction in Family Systems	Systemic Biopsychosocial/Spiritual Assessment				X	
MFT665	Human Sexuality	Film Analysis			X		
MFT702	Practicum II	Biopsychosocial with Addendum P2		X		X	
MFT702	Practicum II	Case Presentation #1 P2 (Joining)		X		X	
MFT702	Practicum II	Case Presentation #2 P2 (Assessment and Conceptualization)		X		X	
MFT703	Practicum III	Case Presentation #1 P3 (Treatment Planning)		X		X	
MFT703	Practicum III	Case Presentation #2 P3 (Treatment Planning)		X		X	
MFT703	Practicum III	Treatment Plan with Addendum P3		X		X	
MFT704	Practicum IV	Theory of Therapy and Change Practice Presentation P4		X		X	

Program Goal 2

DIVERSITY: Mercer MFT students, graduates, and faculty will recognize, articulate and be responsive to influences of diversity and contextual factors in academic work, clinical activities, service, and scholarship with a focus on building a program climate of safety, respect, and social responsibility (for all people, including diverse, marginalized, and/or underserved communities).

Student Learning Outcome 2

Students have the basic core competencies to recognize, articulate, and be responsive to influences of diversity and contextual factors in academic work, clinical activities, service and scholarship, in particular with diverse, marginalized, and/or underserved communities.

Objectives:

2.1.	Students can identify and articulate how self of the therapist contextual and diversity factors may influence clinical activities and scholarship.
2.2.	Students can describe how self of therapist own contextual and diversity factors intersect with peers, colleagues, and larger sociocultural groups.
2.3.	Students can identify and articulate their own power and privilege within their social location.
2.4.	Students can identify culturally competent practices in the current literature and integrate these practices into clinical activities and scholarship.
2.5.	Students will participate in and reflect upon clinical activities and service learning projects that encourage cultural humility and responsiveness in the world around them, particularly with diverse, marginalized, and/or underserved communities.
2.6.	Students will positively contribute to the creation of a safe and inclusive space that celebrates diversity, individuality, and the uniqueness of the human experience.

Targets and Benchmarks:

80% of students will score 80% or higher on each course embedded assessment.

			Objectives (21)
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Course #	Course Name	Course Embedded Assessment	2.1	2.2	2.3	2.4	2.5	2.6
MFT620	Diversity and Social Justice	Contributions to Activities and Inclusivity						X
MFT620	Diversity and Social Justice	Power, Privilege, and Bias Assessment Paper		X	X			
MFT620	Diversity and Social Justice	Public Conversations Group Project	X	X				
MFT620	Diversity and Social Justice	Self of Therapist Paper	X	X	X			
MFT640	Clinical Treatment with Child., Adol., and Families	Group Presentation: Culturally Responsive Care				X		
MFT645	Addiction in Family Systems	AA/NA Attendance and Reflection Paper					X	
MFT665	Human Sexuality	Contributions to Activities and Inclusivity Assignment			X			X
MFT665	Human Sexuality	Field Study and Reflection Paper					X	X
MFT665	Human Sexuality	Sex Therapy Intervention and Group Presentation				X		
MFT702	Practicum II	Self of Therapist Paper P2	X		X			
MFT703	Practicum III	Case Presentation #1 P3 (Treatment Planning)	X					
MFT703	Practicum III	Case Presentation #2 P3 (Treatment Planning)	X					
MFT704	Practicum IV	Theory of Therapy and Change Practice Presentation	X		X			

Program Goal 3

ETHICS: Mercer MFT students, graduates, and faculty will adhere to legal and ethical regulatory standards in order to competently address moral/ethical/legal decisions faced by therapists, clients, supervisors, other health professionals, and/or scholars.

Student Learning Outcome 3

Students have the basic core competencies to adhere to legal and ethical regulatory standards in order to competently address moral/ethical/legal decisions faced by therapists, clients, supervisors, other health professionals, and/or scholars.

Objectives:

3.1.	Students can identify and explain the role of ethics, values, and the law in various ethical issues, including the principles and sub principles of the most recent AAMFT Code of Ethics.
3.2.	Students can summarize and evaluate a personal framework for ethical decision-making processes.
3.3.	Students can apply ethics, values, and the law to the treatment of individuals, couples, families, and communities.
3.4.	Students can create and defend a developed position on the issue of moral responsibility in psychotherapy.
3.5.	Students can articulate and explain the requirements for Georgia MFT licensure as well as laws that govern the practice of Georgia MFTs, and understand that these requirements may be different in other states.

Targets and Benchmarks:

80% of students will score 80% or higher on each course embedded assessment.

Course #	Course Name	Course Embedded Assessment	Objectives (10)				
			3.1	3.2	3.3	3.4	3.5
MFT650	Legal, Ethical, and Professional Practice in Family Therapy	Final Case Analysis	X	X	X		
MFT650	Legal, Ethical, and Professional Practice in Family Therapy	Mock Ethics Debate	X	X		X	
MFT650	Legal, Ethical, and Professional Practice in Family Therapy	Personal Video Blogs			X	X	
MFT650	Legal, Ethical, and Professional Practice in Family Therapy	Readiness Assurance Process	X				X

Program Goal 4

PRACTICE: Mercer MFT students, graduates, and faculty will conceptualize from a variety of theoretical and empirically informed frameworks and practice consistently from a chosen perspective (either pure or integrated) across clinical settings, diverse client populations, and presenting problems.

Student Learning Outcome 4

Students have the basic core competencies to conceptualize from a variety of theoretical and empirically informed frameworks and practice consistently from a chosen perspective across clinical settings, diverse client populations, and presenting problems.

Objectives:

4.1.	Students have the conceptual knowledge to identify and understand theories from family science and human development fields that explain human behavior, healthy functioning, and social relationships.
4.2.	Students can compare and contrast theories from family science and human development fields that explain human behavior, healthy functioning, and social relationships.
4.3.	Students can identify and summarize models and theories from the MFT field.
4.4.	Students can compare and contrast between MFT theories and models.
4.5.	Students can demonstrate the ability to integrate larger family science and human development theories with MFT models and theories.
4.6.	Students can articulate, defend, and apply a chosen theoretical perspective for clinical practice, which includes describing when and how theoretical models will be integrated across clinical settings, diverse client populations, and presenting problems.

Targets and Benchmarks:

80% of students will score 80% or higher on each course embedded assessment.

Course #	Course Name	Course Embedded Assessment	Objectives (24)					
			4.1	4.2	4.3	4.4	4.5	4.6
MFT610	Foundations of Family Studies	Final Exam	X					
MFT610	Foundations of Family Studies	In-Class Comparison		X				
MFT615	Human Development	Child Observation Paper	X					
MFT615	Human Development	Final Exam	X					

MFT615	Human Development	Theory Section of Child Observation Paper		X				
MFT625	Theories of Family Therapy	Final Exam			X			
MFT625	Theories of Family Therapy	Model Reflection Paper			X	X		
MFT640	Clinical Treatment with Child., Adol., and Families	Adolescent Case Study and Treatment Plan					X	
MFT640	Clinical Treatment with Child., Adol., and Families	Child Case Study and Treatment Plan					X	
MFT655	Couples Therapy	Final Exam			X			
MFT655	Couples Therapy	Treatment Summaries			X			
MFT665	Human Sexuality	Film Analysis	X					
MFT702	Practicum II	Biopsychosocial with Addendum P2	X					
MFT702	Practicum II	Case Presentation #1 P2 (Joining)	X					
MFT702	Practicum II	Case Presentation #2 P2 (Assessment and Conceptualization)	X					
MFT703	Practicum III	Case Presentation #1 P3 (Treatment Planning)	X		X			
MFT703	Practicum III	Case Presentation #2 P3 (Treatment Planning)	X		X			
MFT703	Practicum III	Treatment Plan with Addendum P3	X			X		
MFT704	Practicum IV	Theory of Therapy and Change Practice Presentation					X	X

Program Goal 5

RESEARCH: Mercer MFT students, graduates, and faculty will have local, national, and/or global influence through reciprocal interdisciplinary scholarship, clinical outreach, and/or service learning projects.

Student Learning Outcome 5

Students have the basic core competencies to be discerning consumers and producers of empirical research and/or program evaluation in their scholastic work and clinical services.

Objectives:

5.1.	Students are aware of the current scholarship related to clinical practice.
5.2.	Students can understand and articulate the use of a variety of research methodologies pertaining to clinical practice.
5.3.	Students can critique professional research and assess for quality and applicability to clinical practice, including the influences of social position.
5.4.	Students can design and implement a research informed process to determine the effectiveness of clinical practice and techniques.
5.5.	Students can demonstrate and explain how clinical conceptualizations are informed by empirical research and/or evidenced based practice.

Targets and Benchmarks:

80% of students will score 80% or higher on each course embedded assessment.

				Objectives (6)
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Course #	Course Name	Course Embedded Assessment	5.1	5.2	5.3	5.4	5.5
MFT660	Clinical Family Therapy Research Methods	Article Critique (combined)			X		
MFT660	Clinical Family Therapy Research Methods	Research to Practice Paper	X			X	
MFT660	Clinical Family Therapy Research Methods	Class Facilitation Project		X			
MFT665	Human Sexuality	Sex Therapy Intervention and Group Presentation					X
MFT704	Practicum IV	Theory of Therapy and Change Practice Presentation					X

Program Goal 6

Mercer MFT students, graduates, and faculty will display both interpersonal and professional competence within clinical activities, service, scholarship, and collaboration with colleagues.

Student Learning Outcome 6

Students have the basic core competencies to display both interpersonal and professional competence within clinical activities, service, scholarship, and collaboration as well as collaboration with colleagues in order to practice in a variety of settings and with diverse populations.

Objectives:

6.1.	Students can demonstrate the ability to give and receive constructive feedback with peers, colleagues, faculty, and clients - especially when faced with interpersonal conflict and/or perceived differences.
6.2.	Students can demonstrate the ability to regulate emotions and manage stress through the use of self-care strategies, use of therapy services, and appropriate communication with peers and faculty members.
6.3.	Students can demonstrate the ability to complete the appropriate Georgia licensure application.
6.4.	Students can successfully complete the MFT practice licensure exam.
6.5.	Students can demonstrate professional presentation skills, including educational workshops and/or poster/research presentations, to peers, colleagues, faculty, community partners, and/or scholarly associations.
6.6.	Students can demonstrate basic clinical skills including building an alliance, assessment, treatment planning, goals formation, session management, and tracking therapeutic progress.

Targets and Benchmarks:

80% of students will score 80% or higher on each course embedded assessment.

Course #	Course Name	Course Embedded Assessment	Objectives (
			6.1*	6.2*	6.3*	6.4*	6.5	6.6
MFT635	Foundational Skills in Practicum	Final Project						X
MFT702	Practicum II	Basic Skills Evaluation Device Final P2	X	X				X

MFT702	Practicum II	Biopsychosocial with Addendum P2							X
MFT702	Practicum II	Case Presentation #1 P2 (Joining)						X	X
MFT702	Practicum II	Case Presentation #2 P2 (Assessment and Conceptualization)						X	X
MFT703	Practicum III	Basic Skills Evaluation Device Final P3	X	X					X
MFT703	Practicum III	Presentation Skills P3						X	
MFT703	Practicum III	Treatment Plan with Addendum P3							X
MFT704	Practicum IV	Basic Skills Evaluation Device Final P4	X	X					X
MFT704	Practicum IV	Theory of Therapy and Change Practice Presentation P4						X	X

* Objective also assessed through Portfolio and other program evaluations.