

## **Protocol for Program Change on the Individual Level Based on Aggregate and Raw Data**

1. Faculty creates competencies (education outcomes) based on PMFTPs and MFT outcome research
2. Faculty develops curriculum, methods of supervision, and syllabi based around competencies during faculty meetings and in committee meetings.
3. In faculty meetings areas for evaluations are identified.
4. Faculty committee is formed to create evaluations to measure the relevant competencies and to measure the effectiveness of the teaching and supervision methods used to improve the competencies of the students.
5. Evaluations are presented at Faculty meeting and the faculty vote to have the administration create the evaluation process
6. Administration creates the evaluation process and has the students and faculty complete them
7. Both raw data and aggregate data are sent to the relevant faculty member (Student self-evaluations for their competencies are sent to their individual supervisor for approval) (Student evaluations of a Faculty members' teaching or supervising abilities are sent to the relevant faculty member).
8. Supervisors discuss the competency data with the student in supervision. The student and the supervisor collaborate in creating new goals for supervision to address any deficits which may have been highlighted by the evaluation.
9. The supervisor takes the student's evaluation of their supervision intervention and uses the feedback to adapt their focus and process in relation to conducting effective supervision.
10. Supervision is adapted to facilitate on-going program improvement which caters to the student on the individual level.