

Foundational Curriculum Areas									
FCA	Relevant PG and SLO	Courses & Credit Hours	Teaching / Learning Practice (from V12)	Core Competency	AAMFT Code of Ethics	AMFTRB Practice Domains	Relevant State Licensing Regulations	How the Course/Practice Assists in the Accomplishment of Relevant PGs & SLOs	Level
FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (minimum of 3 semester credit hours) This area facilitates the development of competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the MFT relational/systemic philosophy and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.	PG 2 Knowledge SLO 2	MFTH 6800: Relational Theory, Practice, Ethics, 3 cr	Readings, Discussions, In-Class Writing, Exams, & Journals	1.1.1	Standard I: Responsibility to Clients	Domain 1: Practice of Systemic Therapy	135-5-.06(1)(e)	Students study systemic theory, epistemology, the world as relationally organized (form) vs. material (substance); a systemic ethic; client problems as a weave of biopsychosocial contexts, constructed through language, meaning; how these concepts shape therapist thinking, problem definition, and construction of therapeutic resolutions	I
		MFTH 7101: Family Systems Theories, 3 cr	Theory Applications, Midterm Exam, Final Term Paper	1.1.1	---	Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing	135-5-.06(1)(e)	Students learn the early, contemporary, and evidence-based schools of MFT thought, including the history of their rise, contemporary changes, the foundational authors/practitioners associated with these therapeutic models.	I/D
		MFTH 6900: Foundations in Family Therapy, 3 cr	Discussions & Exams	1.1.1	Standard I: Responsibility to Clients	Domain 1: Practice of Systemic Therapy	135-5-.06(1)(e)	Students are introduced to postmodernism and social constructionism as theoretical foundations for understanding human interaction. Students learn about meaning making and problem resolution through relational and narrative lenses, while exploring the relationship between meaning, language, stories, and cultural discourse.	I
		MFTH 7700: Assessment in MFT, 3 cr	Therapeutic Assessment & Role Plays	2.3.6	Standard VII: Professional Evaluation	Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing	135-7-.05	Students learn how to assess family processes within a developmental context and biopsychosocial perspective, including models for assessing family functioning and use of evidence-based individual and family assessment instruments.	I/D
	PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics	Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr	Written articulation of student's skills, epistemology, concepts, and practice	PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 6 - 5.1.2 and 5.2.1	Standard III, KE III-C: Foundational and Advanced Application Components	Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations	Georgia Code § 43-10A-13 and Board Rule 135-5-.06	The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT	P
FCA 2: Clinical Treatment with Individuals, Couples and Families (minimum of 6 credit semester hours) This area facilitates the development of competencies in treatment approaches specifically designed for use with a wide range of diverse individuals, couples, and families, including sex therapy, same-sex couples, working with young children.	PG 2 Knowledge SLO 2	MFTH 7700: Assessment in MFT, 3 cr	Class Activities, Discussions, Therapeutic Assessments, & Mock Session	2.3.6	Standard VII: Professional Evaluation	Domain 5: Managing Crisis Situations	135-5-.06(1)(d)	Students learn about crisis intervention and assessment for suicide, homicide, domestic violence, child abuse, CPS/elder abuse, and substance abuse, including assessing for safety/lethality and constructing safety plans.	I/D
		MFTH 7601: Treatment Issues in Family Therapy, 3 cr	Mini-Team Participation & Clinical Case Presentation	2.1.1 / 4.2.2	Standard I: Responsibility to Clients	Domain 3: Designing and Conducting Treatment	135-5-.06(1)(f)	Student learn about substance abuse, trauma, sexual abuse, and other common clinical concerns—Emphasis is placed on developing competencies in treatment approaches specifically designed for diverse individuals, couples, and families. Students learn to select and apply developmentally appropriate, culturally responsive, and systemically informed interventions, with a strong emphasis on evidence-based practice to support effective and ethical clinical decision-making.	D
		MFTH 7600: Practicum in MFT, 6 cr	F2F clinical practice	4.3.3 / 4.3.4	Standard I: Responsibility to Clients; Standard III: Professional Competence and Integrity	Domain 1: Practice of Systemic Therapy; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations	135-5-.05(2)(b)	During this course, students practice thinking about and working with client problem formation and resolution from a relational orientation, which includes acknowledging the ways race, cultural, SES, gender, age, gender identity, etc. maybe impact client and problem. The AAMFT Approved supervisor is asking questions to help the student become aware of how diversity issues are impacting the therapy and encouraging them to practice in ways that affirm differences.	I/D/P
	PG 3 Practice SLO 3	MFTH 7602: Couples & Sex Therapy, 3 cr	Readings, Discussions, Quizzes, & Case Study Paper	2.1.1	---	Domain 2: Assessing, Hypothesizing, and Diagnosing	135-5-.06(1)(f)	Students learn about treatment approaches for couples and sex therapy with diverse individuals, couples, and families. Students learn about evidence-based, systemic, and relational practices for a wide range of issues including sexual abuse and exploitation, pornography, professional ethics, technology and intimacy, interfaith and intercultural couples, interabled couples, same-sex couples, the diversity of sexual expression, sex and aging, and contemporary issues in sex therapy.	D/P

<p>adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.</p>		<p>MFTH 7500: Development in the Family System, 3 cr</p>	<p>Readings, Discussions, & Exams</p>	<p>1.1.1 / 2.3.6 / 4.2.2</p>	<p>---</p>	<p>Domain 1: Practice of Systemic Therapy</p>	<p>135-5-.06(1)(e)</p>	<p>Students learn about development in the family system, development task over the family life cycle (children, adolescents, individual, couples), biopsychosocial, normative and non-normative change, with a focus on how ethnicity, race, gender identity, social, economic, and heteronormative influences on the family. Implications for practice are emphasized.</p>	<p>I</p>
		<p>MFTH 7102: Interventions in MFT, 3 cr</p>	<p>Readings, Discussions, & Pre-Practicum, Independent, & Peer Simulations</p>	<p>1.3.6 / 1.3.9</p>	<p>Standard I: Responsibility to Clients</p>	<p>Domain 1: Practice of Systemic Therapy</p>	<p>---</p>	<p>Students learn and practice essential clinical skills that integrate theoretical concepts. Each student engages in mock therapy simulations encompassing Pre-Practicum, Independent, and Peer Simulations. These simulations involve different roles such as therapist, a "client," or a member of the therapy team observing behind a one-way mirror. They'll be able to reflect on their experiences, pose inquiries, and receive constructive feedback on the skills they've practiced and acquired. Detailed responsibilities, tasks, and assignments pertinent to each role will be provided to ensure a comprehensive understanding of the expectations while assuming these diverse roles.</p>	<p>I/D</p>
	<p>PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics</p>	<p>Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr</p>	<p>Written articulation of student's skills, epistemology, concepts, and practice</p>	<p>PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 6 - 5.1.2 and 5.2.1</p>	<p>Standard III, KE III-C: Foundational and Advanced Application Components</p>	<p>Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations</p>	<p>Georgia Code § 43-10A-13 and Board Rule 135-5-.06</p>	<p>The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT</p>	<p>P</p>
<p>FCA 3: Diverse, Multicultural and/or Underserved Communities (minimum of 3 semester credit hours). This area facilitates the development of competencies in understanding and applying knowledge of diversity, power, privilege, and oppression as these relate to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious, spiritual and/or beliefs, nation of origin or other relevant social identities throughout the curriculum. It includes practice with diverse, international, multicultural, marginalized, and/or underserved communities, including developing competencies in working with sexual and gender minorities and their families, as well as anti-racist practices.</p>	<p>PG 1 Diversity SLO 1</p>	<p>MFTH 7500: Development in the Family System, 3 cr</p>	<p>Encountering Differences Project</p>	<p>1.2.1</p>	<p>---</p>	<p>Domain 2: Assessing, Hypothesizing, and Diagnosing</p>	<p>135-5-.06(1)(d)</p>	<p>Students learn about development in the family system, development task over the family life cycle (children, adolescents, individual, couples), biopsychosocial, normative and non-normative change, with a focus on how ethnicity, race, gender identity, social, economic, and heteronormative influences on the family. Implications for practice are emphasized.</p>	<p>I</p>
		<p>MFTH 7050: Diversity, Inclusion, and Social Justice, 3 cr</p>	<p>Cultural Genogram & Privilege Project</p>	<p>1.2.1</p>	<p>Standard I: Responsibility to Clients</p>	<p>Domain 1: Practice of Systemic Therapy</p>	<p>---</p>	<p>Students learn about the skills, sensitivities, and theoretical ideas needed by family therapists to encounter otherness and navigate the interface between professional responsibilities, ethics, social justice, and the social and political context of treatment. The course pays special attention to diversity from the lens of intersectionality—how various socially and culturally-constructed categories of discrimination interact on multiple and simultaneous levels, contributing to social inequality, across dimensions of race, ethnicity, gender, sexual orientation, gender identity, age, socioeconomic status, disability, religion, spirituality nation of origin, etc. Students are expected to cultivate the ability to practice from a culturally sensitive and anti-racist lens.</p>	<p>I/D</p>
		<p>MFTH 6900: Foundations in Family Therapy, 3 cr</p>	<p>Public Conversations Project</p>	<p>1.2.1</p>	<p>Standard I: Responsibility to Clients</p>	<p>Domain 1: Practice of Systemic Therapy</p>	<p>---</p>	<p>Students learn about the relationship between meaning, language, stories, and cultural discourses and demonstrate sensitivity to the ways individual and cultural narratives shape each other, especially in relation to issues of diversity.</p>	<p>I</p>
		<p>MFTH 7600: Practicum in MFT, 6 cr</p>	<p>F2F clinical practice</p>	<p>2.5</p>	<p>Standard I: Responsibility to Clients; Standard III: Professional Competence and Integrity</p>	<p>Domain 3: Designing and Conducting Treatment</p>	<p>135-5-.05(2)(b)</p>	<p>During this course, students practice thinking about and working with client problem formation and resolution from a relational orientation, which includes acknowledging the ways race, cultural, SES, gender, age, gender identity, etc. maybe impact client and problem. The AAMFT Approved supervisor is asking questions to help the student become aware of how diversity issues are impacting the therapy and encouraging them to practice in ways that affirm differences.</p>	<p>I/D/P</p>
		<p>MFTH 7990: Directed Study in Family Therapy - Study Abroad</p>	<p>Experiential immersion</p>	<p>2.5</p>	<p>---</p>	<p>---</p>	<p>---</p>	<p>Through experiential immersion in a study abroad curriculum, students analyze how social identities, such as gender identity, sexual orientation, disability, and religious beliefs, intersect differently across borders. Students enter a new nation of origin where their preconceived notions of "normal" are challenged, allowing them to develop cultural humility for working with diverse families and populations.</p>	<p>D/P</p>

	PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics	Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr	Written articulation of student's skills, epistemology, concepts, and practice	PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 6 - 5.1.2 and 5.2.1	Standard III, KE III-C: Foundational and Advanced Application Components	Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations	Georgia Code § 43-10A-13 and Board Rule 135-5-.06	The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT	P
FCA 4: Research & Evaluation (minimum of 3 semester credits hours). This area facilitates the development of competencies in MFT research and evaluation methods, and in evidence-based practice, including becoming an informed consumer of couple, marriage, and family therapy research. If the program's mission, goals, and student learning outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.	PG 5 Research SLO 5	MFTH 7200: Research in MFT, 3 cr	Readings, CITI Course, & Qualitative Research Project	6.3.2 / 6.3.4	Standard V: Research and Publication	Domain 6: Maintaining Ethical, Legal, and Professional Standards	135-7-.06	Students learn to critically evaluating methodology, results, and clinical applicability by the completion of a research project. Through this full research process, students gain practical experience in how research informs practice and are better prepared to integrate empirical evidence into their work as developing marriage and family therapists.	I
		MFTH 7990: Directed Study, Research II: Advanced Research Team, 1-3 cr	Readings, CITI Course, Research Project, Stenography, Poster Presentation	6.3.2 / 6.3.4	Standard V: Research and Publication	Domain 6: Maintaining Ethical, Legal, and Professional Standards	135-7-.06	Students gain knowledge and practice working on a research team. Each year the team will choose a new research study while also working on past investigations. Students can be exposed to quantitative and qualitative methods for research design and data analysis for conducting practitioner research in marriage and family therapy. Additionally, students will be engaged in reading, evaluating, and actively participating in research.	I/D/P
FCA 5: Professional Identity, Law, Ethics & Social Responsibility (minimum of 3 credit semester hours). This area addresses the development of a MFT Identity and socialization and facilitates the development of competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.	PG 4 MFT Identity SLO 4 PG 6 Ethics SLO 6	MFTH 6800: Relational Theory, Practice, & Ethics, 3 cr	Readings, Discussions, In-Class Writing, Exams, & Journals	1.1.2	Standard I: Responsibility to Clients	Domain 6: Maintaining Ethical, Legal, and Professional Standards	135-5-.06(1)(e)	Students study systemic theory, epistemology, the world as relationally organized (form) vs. material (structure); a systemic ethic; client problems as a weave of biopsychosocial contexts, constructed through language, how these concepts shape therapist thinking.	I
		MFTH 7050: Diversity, Inclusion, & Social Justice, 3 cr	Lobby Day Assignment	1.1.2	Standard I: Responsibility to Clients	Domain 6: Maintaining Ethical, Legal, and Professional Standards	---	Students have the option to attend a MFT Lobby Day event to learn about how a bill gets passed, how policies impact the profession and practice of Marriage and Family Therapists, and why/how it's important for MFTs to engage in law, ethics, and social responsibility.	I/D
		MFTH 7350: Legal Issues, 1 cr	Ethical Scenarios & Professional Portfolio	5.1.1 / 5.2.1	Standard I: Responsibility to Clients; Standard III: Professional Competence and Integrity	Domain 6: Maintaining Ethical, Legal, and Professional Standards	135-7	Students learn about the legal responsibilities and liabilities in the practice of Family Therapy, which addresses issues such as limits to confidentiality, therapist liability, and client privilege. The course will also include working with the legal system and relevant aspects of family law.	D
		MFTH 7880: Professional Ethics Seminar, 1 cr	Ethics Quiz, Application for Licensure, Social Media Assignment	5.1.1 / 5.2.1	Standard III: Professional Competence and Integrity	Domain 6: Maintaining Ethical, Legal, and Professional Standards	135-7	Students learn about professional issues in the workplace. Some of these issues include setting up a private practice, marketing oneself, professional licensure, clinical membership, working in interdisciplinary teams, professional socialization and wellness, and the ethics, values, and decision-making associated with current practice issues.	P
	PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics	Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr	Written articulation of student's skills, epistemology, concepts, and practice	PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 6 - 5.1.2 and 5.2.1	Standard III, KE III-C: Foundational and Advanced Application Components	Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations	Georgia Code § 43-10A-13 and Board Rule 135-5-.06	The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT	P
	PG 3 Practice SLO 3	MFTH 7500: Development in the Family System, 3 cr	Readings, Discussions, & Exams	2.1.1	---	Domain 1: Practice of Systemic Therapy	135-5-.06(1)(e)	Students learn about development in the family system, development task over the family life cycle (children, adolescents, individual, couples) biopsychosocial, normative and non-normative change, with a focus on how ethnicity, race, gender identity, social, economic, and heteronormative influences on the family. Implications for practice are emphasized.	I

FCA 6: Biopsychosocial Health & Development Across the Life Span (minimum of 3 semester credit hours). This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.		MFTH 7602: Couples & Sex Therapy, 3 cr	Readings, Discussions, Quizzes, & Case Study Paper	2.1.1	---	Domain 2: Assessing, Hypothesizing, and Diagnosing	---	Students learn about treatment approaches for couples and sex therapy with diverse individuals, couples, and families. The curriculum emphasizes a biopsychosocial perspective on sexuality across all life stages.	D/P
	PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics	Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr	Written articulation of student's skills, epistemology, concepts, and practice	PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 5 - 1.1.2 and 5.2.1	Standard III, KE III-C: Foundational and Advanced Application Components	Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations	Georgia Code § 43-10A-13 and Board Rule 135-5-.06	The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT	P
FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (minimum of 3 semester credit hours) This area facilitates the development of competencies in traditional psycho-diagnostic categories, psychopharmacology, the assessment, diagnosis, and treatment of major mental health issues as well as a wide variety of common presenting problems including addiction, suicide, trauma, abuse, intra-familial violence, and therapy for individuals, couples, and families managing acute chronic medical conditions, utilizing a MFT relational/systemic philosophy.	PG 2 Knowledge SLO 2 / PG 3 Practice SLO 3	MFTH 7400: Psychopath & Psychopharm in MFT, 3 cr	Class Activities, Exams, Diagnosis & Disorder Case Study Presentation	2.1.1	Standard VII: Professional Evaluation	Domain 2: Assessing, Hypothesizing, and Diagnosing	135-5-.06(1)(f)	This course explores the psychological, biological, and medical issues in the practice of MFT while also introducing pharmacology, specifically mental health medications. Emphasis in this course will be placed on DSM-5-TR diagnosis within a systemic context. Students will learn practical approaches for collaboration with other mental health professionals, and medical and psychiatric care providers.	D
		MFTH 7700: Assessment in MFT, 3 cr	Class Activities, Discussions, Therapeutic Assessments, & Mock Session	2.3.6	Standard VII: Professional Evaluation	Domain 2: Assessing, Hypothesizing, and Diagnosing	135-5-.06(1)(f)	Students learn about crisis intervention and assessment for suicide, homicide, domestic violence, child abuse, CPS/elder abuse, and substance abuse, including assessing for safety/lethality and constructing safety plans.	I/D
		MFTH 7601: Treatment Issues in Family Therapy, 3 cr	Mini-Team Participation & Clinical Case Presentation	1.1.1	Standard III: Professional Competence and Integrity	Domain 2: Assessing, Hypothesizing, and Diagnosing	135-5-.06(1)(f)	Student learn about addiction, trauma, sexual abuse, medical concerns and other common clinical concerns—Emphasis is placed on developing competencies in treatment approaches specifically designed for diverse individuals, couples, and families. Students learn to select and apply developmentally appropriate, culturally responsive, and systemically informed interventions, with a strong emphasis on evidence-based practice to support effective and ethical clinical decision-making.	D
	PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics	Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr	Written articulation of student's skills, epistemology, concepts, and practice	PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 5 - 1.1.2 and 5.2.1	Standard III, KE III-C: Foundational and Advanced Application Components	Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations	Georgia Code § 43-10A-13 and Board Rule 135-5-.06	The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT	P
FCA 8: Contemporary Issues. This area facilitates the development of competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration,	PG 3 Practice SLO 3	MFTH 7602: Couples & Sex, 3 cr	Readings, Discussions, Quizzes, & Case Study Paper	2.1.1	---	Domain 1: Practice of Systemic Therapy	---	Students learn about treatment approaches for couples and sex therapy with diverse individuals, couples, and families. Students learn about evidence-based, systemic, and relational practices for a wide range of sexual issues including sexual abuse and exploitation, pornography, professional ethics, technology and intimacy, interfaith and intercultural couples, interabled couples, same-sex couples, the diversity of sexual expression, sex and aging, and contemporary issues in sex therapy.	D/P
		MFTH 7103: Advanced Theories, 1 cr	Readings, Discussions, & Assessment mechanisms	2.1.1	---	---	---	Students in this advanced theories course develop an in-depth understanding of various theoretical approaches to MFT. The advanced theory course changes based on contemporary approaches and/or recent theoretical development, such as working with mandated clients, queering family therapy, and complementary thinking: a relational and contextual lens.	D
		MFTH 7650: Special Topics, 3 cr	Readings, Discussions, & Assessment mechanisms	2.1.1	---	---	---	Students in this special topics course examine a variety of contemporary issues relevant to the field. The specific topic may change each semester based on current issues topics include trauma, the role of religion in MFT practice, and play therapy.	I/D/P

<p>technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and student learning outcomes. Programs are encouraged to innovate in this FCA.</p>	<p>PG 5 Research SLO 5</p>	<p>MFTH 7200: Research, 3 cr</p>	<p>Qualitative Research Project</p>	<p>6.3.2</p>	<p>Standard V: Research and Publication</p>	<p>Domain 1: Practice of Systemic Therapy</p>	<p>---</p>	<p>In this course, student engage in a research project from conception-presentation. Through this immersive experience, students actively engaging with the latest developments in the field, they deepen their understanding of evolving treatment approaches, diverse client populations, and broader systemic issues, while simultaneously strengthening their ability to evaluate the quality and relevance of research.</p>	<p>I</p>
	<p>PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics</p>	<p>Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr</p>	<p>Written articulation of student's skills, epistemology, concepts, and practice</p>	<p>PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 6 - 5.1.2 and 5.2.1</p>	<p>Standard III, KE III-C: Foundational and Advanced Application Components</p>	<p>Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations</p>	<p>Georgia Code § 43-10A-13 and Board Rule 135-5-.06</p>	<p>The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT</p>	<p>P</p>
<p>FCA 9: Community Intersections & Collaboration. This area facilitates the development of competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and student learning outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.</p>	<p>PG 4 Professional MFT Identity SLO 4 / PG 6 Ethics SLO 6</p>	<p>MFTH 7601: Treatment Issues, 3 cr</p>	<p>Mini-Team Participation & Clinical Case Presentation</p>	<p>1.1.2</p>	<p>Standard III: Professional Competence and Integrity</p>	<p>Domain 3: Designing and Conducting Treatment</p>	<p>---</p>	<p>Students learn about substance abuse, trauma, sexual abuse, and other common clinical concerns, with an emphasis on developing competencies in treatment approaches designed for diverse individuals, couples, and families. Through the use of mini case presentations drawn from a variety of clinical settings, students apply concepts to realistic practice situations and consider how context influences treatment choices.</p>	<p>D</p>
	<p>PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics</p>	<p>Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr</p>	<p>F2F clinical practice</p>	<p>1.1.2 / 4.5.3</p>	<p>Standard III: Professional Competence and Integrity</p>	<p>Domain 3: Designing and Conducting Treatment</p>	<p>135-5-.05(2)(b)</p>	<p>Students enrolled in MFT practicum have the option to acquire additional clinical experience at internship sites, such as working with community agencies, medical clinics, schools, and private practice offices. This allows students to develop competencies in providing systemic therapy within specific contexts (e.g. healthcare, schools, agencies, private practice, etc.), engaging with professionals in other fields of medical and mental health.</p>	<p>I/D/P</p>
	<p>PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics</p>	<p>Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr</p>	<p>Written articulation of student's skills, epistemology, concepts, and practice</p>	<p>PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 6 - 5.1.2 and 5.2.1</p>	<p>Standard III, KE III-C: Foundational and Advanced Application Components</p>	<p>Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations</p>	<p>Georgia Code § 43-10A-13 and Board Rule 135-5-.06</p>	<p>The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT</p>	<p>P</p>
<p>FCA 10: Preparation for Teletherapy Practice. This area facilitates the development of competencies in teletherapy. This may include such issues as emerging legal and ethical requirements, documentation, response to crises, awareness of the therapeutic space, joining, appropriate individual and systemic interventions (e.g., couples, play therapy), or other topics of importance to the context of the program and with diverse populations. Programs are encouraged to innovate in this FCA.</p>	<p>PG 6 Ethics SLO 6</p>	<p>MFTH 7350: Legal Issues, 1 cr</p>	<p>Readings, Discussions, & Ethical Scenarios</p>	<p>5.1.2 / 5.2.1</p>	<p>Standard VI: Technology-Assisted Professional Services</p>	<p>Domain 6: Maintaining Ethical, Legal, and Professional Standards</p>	<p>135-11-.01(b)</p>	<p>During this course, students learn about the ethics and laws that govern teletherapy, risk management, and navigating technology as it relates to legal and ethical considerations.</p>	<p>D</p>
		<p>MFTH 7880: Professional Ethics Seminar, 1 cr</p>	<p>Readings, Discussions, & Quiz</p>	<p>5.1.2 / 5.2.1</p>	<p>Standard VI: Technology-Assisted Professional Services</p>	<p>Domain 6: Maintaining Ethical, Legal, and Professional Standards</p>	<p>135-11-.01(b)</p>	<p>During this course students are exposed to the telehealth laws and rules specific to Georgia. This includes readings as well as a quiz to encourage learning around these issues.</p>	<p>P</p>
		<p>Teletherapy Training (6 credits achieved before starting clinical practice)</p>	<p>Readings, Discussions, & Mandatory Trainings</p>	<p>5.1.2 / 5.2.1</p>	<p>Standard VI: Technology-Assisted Professional Services</p>	<p>Domain 6: Maintaining Ethical, Legal, and Professional Standards</p>	<p>135-11-.01(b)(1)(i)</p>	<p>Students obtain a total of six continuing education hours in teletherapy training, before starting their clinical practice with telehealth clients. First, all new, incoming students attend three continuing education hours via an online, tele-mental health training, followed by an additional three hour training with MFT faculty that are accrued prior to conducting virtual sessions. Their telehealth training include knowledge of such issues as assessment for appropriateness and fit for teletherapy, documentation, crisis care, legal and ethical requirements, therapeutic rapport and joining, and other topics of relevance to conducting ethical, legal, safe, and helpful virtual therapy with diverse populations.</p>	<p>D/P</p>

	PG 1 Diversity; PG 2 Knowledge; PG 3 Practice; PG 4 Identity; PG 6 Ethics	Comprehensive Exam II, as part of MFTH 7600: Practicum in MFT, 6 cr	Written articulation of student's skills, epistemology, concepts, and practice	PG 1 - 2.5; PG 2 - 1.1.1 and 4.2.2; PG 3 - 4.3.3 and 4.3.4; PG 4 - 1.1.2; PG 6 - 5.1.2 and 5.2.1	Standard III, KE III-C: Foundational and Advanced Application Components	Domain 1: Practice of Systemic Therapy; Domain 2: Assessing, Hypothesizing, and Diagnosing; Domain 3: Designing and Conducting Treatment; Domain 5: Managing Crisis Situations	Georgia Code § 43-10A-13 and Board Rule 135-5-.06	The Comp II exam is written by 2nd year (clinically active) students. The Exam requires students to think through and articulate their practice as learning systemically oriented therapists. The paper demonstrates students mastery of relational ideas in therapy and their ability to integrate relational thinking and relational practice. This paper represents to core of students' identity as an MFT	P
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