

MFT Program Policy on Teaching/Learning Practices

Policy Availability

This policy is available to the public via the link to [Program Handbook and Policies](#) on the [MFT website](#).

Definition of Teaching/Learning Practices

According to COAMFTE Standards, Version 12, p. 51, *“teaching/learning practices are policies and ways of helping students learn the material outlined by the program in the curriculum and practice component requirements. These include didactic and experiential work in courses, examinations, papers and other projects, supervision, and student-initiated learning activities.”*

A circular, feedback-loop relationship exists between accreditation-required foundational curricular areas, teaching/learning practices, and curriculum review. Each shapes and informs the others; each should be reviewed in concert with the others.

Assessment Timeline of Teaching/Learning Practices

As a means of continuous evaluation, maintenance, and improvement, the Program will conduct regular assessments of its teaching/learning practices.

1. This assessment will take place at least once every four years.
2. The rationale for this duration is to ensure that any given teaching/learning practice is in place long enough to accrue a sufficient bank of benchmark data.
3. However, teaching/learning assessment can and should take place whenever circumstances warrant it. For example, if an instructor's experience is such that she or he thinks an activity, exam, paper, or other experiential coursework should be improved at the time of its use because it is deleterious, not proving educational, or producing formal or informal, qualitative or quantitative benchmark data suggesting that the linked SLO is not being met, changes should be made at that time. The quality of student education should be the ultimate guide for the timeline of evaluation of teaching/learning practices.

Process for Assessment of Teaching/Learning Practices

The Program Director or a faculty member will schedule a faculty meeting(s) for the purpose of assessing all program teaching/learning practices:

- 1.) Using the V-12 Standards descriptions of the FCAs (see Foundational Curriculum, below) as a guide, faculty will methodically review and amend, as necessary, each teaching/learning practice in all courses and update, as required, the Table of Teaching/Learning Practices (below).
 - a. list the course, the related PG and SLO, and the teaching/learning practice used
 - b. articulate to other faculty members the purpose/intent/expectation of the practice and historical experience of the practice.
 - c. view relevant benchmark data
 - d. view relevant quantitative and qualitative SOI (student opinion of instruction) data
- 2.) These changes will be accompanied by a review of the curriculum map

Table of Teaching/Learning Practices and Their Links to PGs, SLOs, and PTMFTPs (KE IV-A)

(inserted as a PDF after the policy was, itself, pdf-ed)

Foundational Curriculum

FCA 1: Foundations of Relational/Systemic Practice, Theories & Models (Minimum of 6 semester credits/8 quarter credits/90 clock hours)

This area facilitates students developing competencies in the foundations and critical epistemological issues of MFTs. It includes the historical development of the relational/systemic perspective and contemporary conceptual foundations of MFTs, and early and contemporary models of MFT, including evidence-based practice and the biopsychosocial perspective.

FCA 2: Clinical Treatment with Individuals, Couples and Families (Minimum of 6 Credits/8 quarter credits/90 clock hours)

This area facilitates students developing 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, adolescents and elderly, interfaith couples, and includes a focus on evidence-based practice. Programs must include content on crisis intervention.

FCA 3: Diverse, Multicultural and/or Underserved Communities (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing 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 categories 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.

FCA 4: Research & Evaluation (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing 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 outcomes include preparing students for doctoral degree programs, the program must include an increased emphasis on research.

FCA 5: Professional Identity, Law, Ethics & Social Responsibility (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses the development of a MFT Identity and socialization, and facilitates students developing competencies in ethics in MFT practice, including understanding and applying the AAMFT Code of Ethics and understanding legal responsibilities.

FCA 6: Biopsychosocial Health & Development Across the Life Span (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area addresses individual and family development, human sexuality, and biopsychosocial health across the lifespan.

FCA 7: Systemic/Relational Assessment & Mental Health Diagnosis and Treatment (Minimum of 3 Credits/4 quarter credits/45 clock hours)

This area facilitates students developing 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 relational/systemic philosophy.

The following areas must be covered in the curriculum in some way, though there are no minimum credit requirements.

FCA 8: Contemporary Issues

This area facilitates students developing competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Couple or Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, 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 outcomes. Programs are encouraged to innovate in this Foundational Curricular Area.

FCA 9: Community Intersections & Collaboration

This area facilitates students developing 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 outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.