

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, Tj/TT31Tf3.7nbg

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 ~~ADCPA~~ " "

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.

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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

