The Couple, Marriage, and Family Therapy graduate programs at TTU provide systemic research and clinical training to prepare students for clinical licensure and scholarly achievement. TTU is known for its supportive and rigorous programs, and is one of the largest CMFT programs in the country. Our graduates have found success in a wide variety of academic, clinical and other professional settings. There are two graduate programs in CMFT at TTU: a doctoral and a master’s program.

The CMFT doctoral program has a long and distinguished history of preparing students for contributions in academics, administration and clinical work. There is a strong emphasis on training in research methodology as well as theoretical and clinical sophistication. Many of TTU’s doctoral graduates can be found in academic institutions around the country. The doctoral program has been accredited by the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) since 1981.

The master’s program at TTU is a clinically-focused program that includes an emphasis in the treatment of addictions within a relational context. The CMFT faculty provide training that prepares students for licensure as an MFT, LCDC, or for future doctoral work.
Texas Tech University

Mission Statement
“As a public research university, Texas Tech advances knowledge through innovative and creative teaching, research and scholarship. The university is dedicated to student success by preparing learners to be ethical leaders for a diverse and globally competitive workforce. The university is committed to enhancing the cultural and economic development of the state, nation and world (Approved by the Texas Tech University Board of Regents on May 14, 2010).”

TTU MFT Doctoral Program

Educational Outcomes and Mission Statement
The mission of the Texas Tech Couple, Marriage, and Family Therapy Doctoral Program is to provide academic and clinical training to students who will function as couple, marriage, and family therapists at the highest level of scholarly and clinical competence. The doctoral program is conceptually grounded by the scientist-practitioner model, preparing students who will be capable of making unique contributions to the field of couple, marriage, and family therapy through: a) high quality relational/systemic research, b) advanced relational/systemic clinical intervention, c) relational/systemic supervision, and d) academic instruction. This training is done in a context that is supportive of diversity, student-faculty mentoring and support, and authenticity. The following outcomes are nested within this broad educational mission.

PROGRAM GOAL: Students will be qualified to conduct high quality relational/systemic research.

PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES:

AAMFT Code of Ethics – with special attention to:

Standard V - Marriage and family therapists respect the dignity and protect the welfare of research participants, and are aware of applicable laws, regulations, and professional standards governing the conduct of research.

MFT Educational Guidelines – Area XI – Research

311.01 Course content in Area XI will provide comprehensive coverage of the critique and execution of couple, marriage, and family therapy research, statistics, research methodologies, and computer analysis and interpretation, in qualitative and quantitative research.

313.01 The doctoral dissertation topic will be in the field of marriage and family therapy or a closely related field (e.g., family studies, family science, human development, child development, gerontology) and include a comprehensive discussion of implications for the field of marriage and family therapy.
Core Competencies

6.1.3 Conceptual - Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.

6.5.1 Professional - Contribute to the development of new knowledge.

Student Learning Outcome: Students will demonstrate the ability to conduct high quality relational/systemic research.

PROGRAM GOAL: Students will develop an advanced understanding of clinical intervention using a relational/systemic perspective.

PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES:

AAMFT Code of Ethics – with specific attention to:

Standard I - Marriage and family therapists advance the welfare of families and individuals and make reasonable efforts to find the appropriate balance between conflicting goals within the family system.

Standard II - Marriage and family therapists have unique confidentiality concerns because the client in a therapeutic relationship may be more than one person. Therapists respect and guard the confidences of each individual client.

Standard III - Marriage and family therapists maintain high standards of professional competence and integrity.

MFT Educational Guidelines – Area VII, VIII

300.01 Areas VII, VIII are continuations of Areas I and II, respectively, at a doctoral level of sophistication.

101.01 Area I content will address the historical development, theoretical and empirical foundations, and contemporary conceptual directions of the field of marriage and family therapy.
101.02 Area I content will enable students to conceptualize and distinguish the critical epistemological issues in the profession of marriage and family therapy.
102.01 Area II content will address, from a relational/systemic perspective, psychopharmacology, physical health and illness, traditional psychodiagnostic categories, and the assessment, diagnosis and treatment of major mental health issues.
102.02 Area II content will address contemporary issues, which include but are not limited to gender, sexual functioning, sexual orientation, sex therapy,
violence, addictions, and abuse, in the treatment of individuals, couples, and families from a relational/systemic perspective.
102.03 Area II material will address a wide variety of presenting clinical problems.

Core Competencies

6.3.2 Executive - Use current MFT and other research to inform clinical practice.

Student Learning Outcome: Students will demonstrate an advanced understanding of clinical intervention using a relational/systemic perspective.

PROGRAM GOAL: Students will be prepared to teach/provide clinical supervision from a relational/systemic perspective.

PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES:

AAMFT Code of Ethics – with specific attention to:

Standard IV - Marriage and family therapists do not exploit the trust and dependency of students and supervisees.

MFT Educational Guidelines – Area X

310.01 Area X course content will be didactic and experiential, and will include current literature, research and major issues related to supervision in the profession of marriage and family therapy.

Student Learning Outcome: Students will demonstrate an understanding of relational/systemic clinical supervision.

Student Learning Outcome: Students will demonstrate the ability to provide instruction at the collegiate level.

PROGRAM GOAL: Students will understand the intersection of contextual factors (Ethnicity, Gender, Sexual Orientation, Socio-Economic Status, etc.) and the research, clinical, supervision, and teaching philosophies and behaviors central to CMFT profession.

PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES:

AAMFT Code of Ethics – with special attention to:

Standard I - Marriage and family therapists advance the welfare of families and individuals and make reasonable efforts to find the appropriate balance between conflicting goals within the family system.
1.1 Non-Discrimination: Marriage and family therapists provide professional assistance to persons without discrimination on the basis of race, age, ethnicity, socioeconomic status, disability, gender, health status, religion, national origin, sexual orientation, gender identity or relationship status.

MFT Educational Guidelines – Area XI – to be applied at a level appropriate for doctoral programs.

10.01 Programs are expected to infuse their curriculum with content that addresses issues related to diversity, power and privilege as they relate to age, culture, environment, ethnicity, gender, health/ability, nationality, race, religion, sexual orientation, spirituality, and socioeconomic status.

Core Competencies

6.1.3 Conceptual - Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.

1.2.1 Perceptual - Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, larger systems, social context).

4.3.2 Executive - Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).

Student Learning Outcome: Students will demonstrate understanding of the intersection of contextual factors (Ethnicity, Gender, Sexual Orientation, Socio-Economic Status, etc.) and the research, clinical, supervision, and teaching philosophies and behaviors central to CMFT.

Faculty Outcomes

All TTU MFT faculty are expected to contribute to the program and to the profession. It is expected that faculty will:

1. Be active in producing and sharing high quality research. They will:
   a. Publish in professional journals and present research at national conferences.
      i. Faculty vita
   b. Participate in funded research, including grants and contracts, and submit proposals for these projects.
      i. Faculty vita
   c. Mentor students in research projects including class papers, qualifying exams, small groups, 7000 article, and the dissertation.
      i. Co-authored publications on vita
      ii. Student feedback for class papers
iii. Ongoing research meetings with students (e.g., small group, individual meetings)

2. Be active contributors to the development of the profession of MFT. This occurs through clinical practice, supervision of interns, and service in their professional spheres. Faculty will:
   a. Be involved in clinical activity.
      i. Private practice, co-therapy with students, etc.
   b. Provide clinical supervision of students and interns.
      i. Evaluations for practicum (MFT 6395)
   c. Serve in departmental, university, and national roles.
      i. Faculty vita

3. Teach high quality graduate and undergraduate courses and socialize doctoral students in teaching and instruction. Faculty will:
   a. Teach doctoral curriculum and provide examples and mentoring for instructors.
      i. Course instruction and student feedback
      ii. Accomplished student learning outcomes