

Couple, Marriage, and Family Therapy at

Texas Tech University

Mission Statement and Learning Outcomes

Updated March 2017

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

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.

TTU MFT Master’s Degree Program

Mission Statement

The mission of the Texas Tech Marriage and Family Therapy Master’s Degree Program is to provide academic and clinical training to students who will function as marriage and family therapists at the highest level of scholarly and clinical competence. The master’s degree program is conceptually grounded by the scientist-practitioner model, preparing students who are capable of making unique contributions to the field of marriage and family therapy through: a) knowledgeable consumption and application of relational/systemic **research**, b) skilled and ethical delivery of relational/systemic clinical **intervention**, and 3) specialized knowledge in the relational/systemic treatment and intervention with **addictive disorders**. 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.

Doctoral Program Goals, Outcomes, and Benchmarks

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.

Benchmarks

- 90% of students will complete the Research and Scholarship Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
 - TARGET: 100% of students will complete the Research and Scholarship Proficiency components as part of a passing Doctoral Portfolio within 4 years of entering the program.
- 75% of students will successfully defend a doctoral thesis within four years of entering the program.

- TARGET: 100% of students will successfully defend a doctoral thesis within eight years of entering the program
- 80% of students will record average scores of 4 or greater for items 3 & 5 – 10 (Research Competency), on the PhD Program Exit Evaluation survey.
 - TARGET: 90% of students will record average scores of 4 or greater for items 3 & 5 – 10 (Research Competency), on the PhD Program Exit Evaluation survey.
- 80% of students will record average scores of 4 or greater for the items included in questions 22 and 23 of the Alumni Survey (Research Competency).
 - TARGET: 90% of students will record average scores of 4 (well) or greater for the items included in questions 22 and 23 of the Alumni Survey (Research Competency).
- 80% of students will receive scores of 4 (developmentally appropriate) or greater for items 1 – 7 included in questions 28 of the Internship/Stakeholder Survey (Research Competency).
 - TARGET: 90% of students will receive scores of 4 (developmentally appropriate) or greater for items 1 – 7 included in questions 28 of the Internship/Stakeholder Survey (Research Competency).

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.

Benchmarks

- 90% of students will complete the Clinical Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
 - TARGET: 100% of students will complete the Clinical Proficiency components as part of a passing Doctoral Portfolio within 4 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Self Evaluation.

- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Internship Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on the questions 12, 13, and 14 (clinical competency) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the questions 12, 13, and 14 (clinical competency) of the Program Exit Evaluation.

- 80% of students will record scores of 4 (well) or greater for the items included in questions 26 and 27 of the Alumni Survey.
 - TARGET: 90% of students will record scores of 4 (well) or greater for the items included in questions 26 and 27 of the Alumni Survey.

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.

Benchmarks

- 90% of students will complete the Supervision Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
 - TARGET: 100% of students will complete the Supervision Proficiency components as part of a passing Doctoral Portfolio within 4 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Self Evaluation.

- TARGET: 90% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Supervision Practicum Self Evaluation.
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- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic philosophy of supervision) of the Supervision Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on items 1 & 3 included in question 33 (relational/systemic supervision) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on items 1 & 3 included in question 33 (relational/systemic supervision) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on the questions 21, 24, and 26 (supervision) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the questions 21, 24, and 26 (supervision) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the supervision item (4) included in question 31 (relational/systemic supervision) of the Alumni Survey.
 - TARGET: 90% of students will record scores of 4 or greater on the supervision item (4) included in question 31 (relational/systemic supervision) of the Alumni Survey.

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

Benchmarks

- 90% of students will complete the Teaching Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
 - TARGET: 100% of students will complete the Teaching Proficiency components as part of a passing Doctoral Portfolio within 4 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items 1 - 3 included in question 37 (teaching) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items 1 – 3 included in question 37 (teaching) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on questions 22 and 23 (teaching) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on questions 22 and 23 (teaching) of the Program Exit Evaluation.
- 80% of students will report scores of 4 or greater on the teaching items (1 – 3) included in question 31 (relational/systemic teaching) of the Alumni Survey.
 - TARGET: 90% of students will report scores of 4 or greater on the teaching items (1 – 3) included in question 31 (relational/systemic teaching) of the Alumni Survey.

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.

Benchmarks

- 80% of students will record average scores of 4 or greater for item 11 (Research Competency), on the PhD Program Exit Evaluation survey.
 - TARGET: 90% of students will record average scores of 4 or greater for item 11 (Research Competency), on the PhD Program Exit Evaluation survey.
- 80% of students will receive scores of 4 (developmentally appropriate) or greater for the items included in questions 28.8 of the Internship/Stakeholder Survey (Research Competency).
 - TARGET: 90% of students will receive scores of 4 (developmentally appropriate) or greater for the items included in question 28.8 of the Internship/Stakeholder Survey (Research Competency).
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Evaluation.

- 80% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on question 20 (clinical competency) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on questions 20 (clinical competency) of the Program Exit Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Supervision Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on item 2 included in question 33 (relational/systemic supervision) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on items 2 included in question 33 (relational/systemic supervision) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on the question 25 (supervision) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the question 25 (supervision) of the Program Exit Evaluation.

- 80% of students will receive scores of 4 or greater on items 4 and 5 included in question 37 (teaching) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on items 4 and 5 included in question 37 (teaching) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on question 25 (teaching) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on question 25 (teaching) of the Program Exit Evaluation.

Master's Program Goals, Outcomes, and Benchmarks

PROGRAM GOAL: Students will be qualified to provide Couple, Marriage, and Family Therapy from a relational/systemic perspective and to apply appropriate relational/systemic ethics to practice.

PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES:

AAMFT Code of Ethics – with specific attention to:

(S1) 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.*

(S2) 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.*

(S3) Standard III - *Marriage and family therapists maintain high standards of professional competence and integrity.*

MFT Educational Guidelines

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.*

101.03 *Area I material will provide a comprehensive survey and substantive understanding of the major models of marriage, couple, 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.*

102.03 *Area II material will address a wide variety of presenting clinical problems.*

103.01 *Area III will include content on individual and family development across the lifespan.*

104.01 Area IV content will include professional identity, including professional socialization, scope of practice, professional organizations, licensure, and certification.

104.02 Area IV content will focus on ethical issues related to the profession of marriage and family therapy and the practice of individual, couple, and family therapy. A generic course in ethics does not meet this standard.

104.03 Area IV will address the AAMFT Code of Ethics, confidentiality issues, the legal responsibilities and liabilities of clinical practice and research, family law, record keeping, reimbursement, the business aspects of practice, and familiarity with regional and federal laws as they relate to the practice of individual, couple and family therapy.

201.01 Direct client contact is defined as face – to - face (therapist and client) therapy with individuals, couples, families, and/or groups from a relational perspective. Assessments may be counted as direct client contact if they are face – to - face processes that are more than clerical in nature and focus. Psychoeducation may be counted as direct client contact.

201.02 Traditionally, programs have required students to complete 500 supervised, direct client contact hours. The program may choose to uphold the 500 client contact hour standard.

Student Learning Outcome: Students will demonstrate the ability to provide Couple, Marriage, and Family Therapy from a relational/systemic perspective.

Benchmarks

- 90% of students will complete the Clinical Proficiency components as part of a passing Master’s Degree Portfolio within 2 years of entering the program.
 - TARGET: 100% of students will complete the Clinical Proficiency components as part of a passing Doctoral Portfolio within 3 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Practicum Self Evaluation.

- 80% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 5 (relational/systemic theory) of the Internship Evaluation.
- 80% of students will record scores of 4 or greater on the questions 3 and 6 - 7 (clinical) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the questions 3 and 6 - 7 (clinical) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the clinical items in questions 19 (2 – 3 & 6) and 20 (1) of the Alumni Survey.
 - TARGET: 90% of students will record scores of 4 or greater on the clinical items in questions 19 (2 – 3 & 6) and 20 (1) of the Alumni Survey.

Student Learning Outcome: Students will demonstrate the ability to apply appropriate relational/systemic ethics to practice.

Benchmarks

- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 3 (relational/systemic ethics) of the Internship Evaluation.

- 80% of students will record scores of 4 or greater on question 5 (ethics) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on question 5 (ethics) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the ethics items in question 19 (4 & 5) of the Alumni Survey.
 - TARGET: 90% of students will record scores of 4 or greater on the ethics items in question 19 (4 & 5) of the Alumni Survey.

PROGRAM GOAL: Students will be prepared to operate from a science informed perspective.

PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES:

AAMFT Code of Ethics – with specific attention to:

(S5) 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

105.01 Area V content will include significant material on research in couple and family therapy.

105.02 Area V content will focus on research methodology, data analysis and the evaluation of research.

105.03 Area V content will include quantitative and qualitative research and its methods.

Core Competencies

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

Student Learning Outcome: Students will demonstrate the ability to operate from a science informed perspective.

Benchmarks

- 90% of students will complete the Research and Scholarship Proficiency components as part of a passing Master’s Degree Portfolio within 3 years of entering the program.

- TARGET: 100% of students will complete the Research and Scholarship Proficiency components as part of a passing Master's Degree Portfolio within 4 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 9 (empirical validation) of the Practicum Self Evaluation.
- 80% of students will record scores of 4 or greater on questions 8 - 11 (research) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on questions 8 - 11 (research) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the research/empirical validation items in questions 19 (1, 6) and 20 (1) of the Alumni Survey.
 - TARGET: 90% of students will record scores of 4 or greater on the clinical items in question 19 (2 – 6) of the Alumni Survey.

PROGRAM GOAL: Students will integrate addiction and recovery science in their clinical practice.

PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES:

AAMFT Code of Ethics – with specific attention to:

(S1) 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.

(S2) 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.

(S3) Standard III - *Marriage and family therapists maintain high standards of professional competence and integrity.*

MFT Educational Guidelines

106.01 Additional learning will augment students' specialized interest and background in individual, couple, and family therapy. Additional courses may be chosen from coursework offered in a variety of disciplines.

Core Competencies

1.2.3 Perceptual - Recognize issues that might suggest referral for specialized evaluation, assessment, or care.

2.1.3 Conceptual - Understand the clinical needs and implications of persons with comorbid disorders (e.g., substance abuse and mental health; heart disease and depression).

2.1.5 Conceptual - Understand the current models for assessment and diagnosis of mental health disorders, substance use disorders, and relational functioning.

Student Learning Outcome: Students will demonstrate their understanding of the application of addiction and recovery science to relational/systemic clinical intervention.

Benchmarks

- 90% of students will complete the Addiction and Recovery Proficiency components as part of a passing Master's Degree Portfolio within 2 years of entering the program.
 - TARGET: 100% of students will complete the Research and Scholarship Proficiency components as part of a passing Master's Degree Portfolio within 3 years of entering the program.
- 80% of students will receive scores of 4 or greater on the items included in question 11 (addictions) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 11 (addictions) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 11 (addictions) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 11 (addictions) of the Practicum Self Evaluation.

- 80% of students will record scores of 4 or greater on questions 12 - 14 (addictions) of the Program Exit Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on questions 12 - 14 (addictions) of the Program Exit Evaluation.
- 80% of students will record scores of 4 or greater on the addiction and recovery item in questions 20 (2) of the Alumni Survey.
 - TARGET: 90% of students will record scores of 4 or greater on the addiction and recovery item in questions 20 (2) of the Alumni Survey.

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

PROFESSIONAL MARRIAGE AND FAMILY THERAPY PRINCIPLES:

AAMFT Code of Ethics:

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 II

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.

201.07 Students will work with a wide variety of people, relationships, and problems. Specifically, the program will demonstrate that students have the opportunity to work with clients who are diverse in terms of age, culture, physical ability, ethnicity, family composition, gender, race, religion, sexual orientation and socioeconomic status.

Core Competencies

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 application of research and clinical intervention central to CMFT.

Benchmarks

- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Evaluation.
- 80% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Self Evaluation.
 - TARGET: 90% of students will record scores of 4 or greater on the items included in question 7 (contextual factors) of the Practicum Self Evaluation.
- 80% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Internship Evaluation.
 - TARGET: 90% of students will receive scores of 4 or greater on the items included in question 7 (contextual factors) of the Internship Evaluation.

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