

\*Note: This table is not comprehensive. Several components may overlap with multiple SOs, which may not be depicted here.

Student learning outcome	Specific outcome	Core competencies	AMFTRB	AAMFT Code of ethics
<p><b>Domain 1: Therapeutic Relationship Competencies</b></p> <p>Demonstrate competence in identifying contextual factors in the therapeutic environment in order to provide unbiased treatment.</p>				<b>Principle I: Responsibility to Clients</b>
	1.1 Conveys respect (warmth, acceptance, and understanding)	1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients	01.05 Establish an atmosphere of acceptance and safety by attending to the physical environment, language, and client's needs	1.1 Non-Discrimination
	1.2 Affirms worth, uniqueness, strengths, and potential in client	1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients	05.08 Respect the rights and responsibilities of clients.	1.8 Client Autonomy in Decision Making
	1.3 Effective in use-of-self in establishing and sustaining the therapeutic relationship	1.3.6 Establish and maintain appropriate and productive therapeutic alliances with the clients	01.06 Establish therapeutic relationship(s) with the client system	
	1.4 Maintains clients' engagement in therapy	2.2.1 Assess each client's engagement in the change process		
<p><b>Domain 2: Cultural Competencies</b></p> <p>Demonstrate competence in providing culturally sensitive clinical treatment to individuals, couples, and families.</p>				<b>Principle I: Responsibility to Clients</b>
	2.1 Identifies the issues of diversity which impact the therapeutic environment and process	1.2.1 Recognize contextual and systemic dynamics (e.g. gender, age, SES, culture/race/ethnicity, sexual orientation, spirituality, larger systems, social context)	01.04 Demonstrate sensitivity to the client's context(s) (e.g., spirituality, gender, sexuality, culture, class, and socio-economic condition).	
	2.2 Recognizes the impact of own gender, culture, ethnicity, religion, age, and beliefs in the therapeutic process	5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct	05.04 Maintain awareness of the influence of the therapist's own issues (e.g., family-of-origin, gender, culture, personal prejudice, value system, life experience, supervisor, etc.).	
	2.3 Provides an unbiased therapeutic environment when client's values or beliefs are different from own	5.4.2 Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct	01.04 Demonstrate sensitivity to the client's context(s) (e.g., spirituality, gender, sexuality, culture, class, and socio-economic condition).	1.1 Non-Discrimination
	2.4 Applies treatment strategies consistent with client's values and beliefs	4.3.1 Match treatment modalities and techniques to clients' needs, goals, and values		
<p><b>Domain 3: Clinical Assessment, Diagnosis, and Treatment Planning</b></p> <p>Demonstrate competence in identifying relevant clinical issues and directing the course of therapy.</p>	3.1 Identifies presenting problems		03.05 Develop consensus on the definition of presenting issues.	
	3.2 Observes systems interactional patterns of behaviors	2.3.1 Diagnose and assess client behavioral and relational health problems systemically and contextually.	02.02 Identify boundaries, roles, rules, alliances, coalitions, and hierarchies by observing interactional patterns within the system.	
	3.3 Routinely assesses relevant clinical issues, client strengths, and coping skills, and possible substance abuse	2.3.2 Provide assessments and deliver developmentally appropriate services to clients	02.12 Assess strengths and resources available to client.	
	3.4 Uses DSM criteria to determine diagnoses	2.3.1 Diagnose and assess client behavioral and relational health problems systemically and contextually	02.15 Assess and diagnose client in accordance with formal diagnostic criteria (e.g., DSM and ICD) while maintaining a	

			systems perspective.	
	<b>3.5</b> Evaluates client's coping skills to determine timing of interventions	<b>4.4.1</b> Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.		
	<b>3.6</b> Assesses self as part of the system	<b>5.4.2</b> Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.	<b>05.04</b> Maintain awareness of the influence of the therapist's own issues (e.g., family-of-origin, gender, culture, personal prejudice, value system, life experience, supervisor, etc.).	
	<b>3.7</b> Treatment plan designed appropriately	<b>3.3.1</b> Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective	<b>03.03</b> Develop a treatment plan reflecting a contextual understanding of presenting issues.	
<p align="center"><b>Domain 4: Conceptual Competencies</b></p> <p>Demonstrate competence in conceptualizing cases utilizing a variety of systemic theories.</p>	<b>4.1</b> Demonstrates an understanding of a variety of theoretical models	<b>4.1.1</b> Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.		
	<b>4.2</b> Conceptualizes the system as the unit of treatment	<b>2.4.2</b> Assess ability to view issues and therapeutic processes systemically		
	<b>4.3</b> Bases hypotheses and goals upon theory	<b>2.2.3</b> Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client	<b>02.05</b> Formulate and continually assess hypotheses regarding the client that reflect contextual understanding.	
	<b>4.4</b> Gathers adjunctive resource information		<b>03.10</b> Integrate multiple types and sources of information while conducting therapy.	
	<b>4.5</b> Distinguishes between content and process	<b>4.2.2</b> Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.		
<p align="center"><b>Domain 5: Structuring Competencies</b></p> <p>Demonstrate competence in structuring clinical sessions.</p>	<b>5.1</b> Restructures client interaction verbally and/or physically	<b>4.3.3</b> Reframe problems and recursive interaction patterns	<b>03.16</b> Assist client(s) in developing appropriate verbal and non-verbal emotional communication in their relational context(s).	
	<b>5.2</b> Establishes and reviews therapy goals with clients	<b>3.3.1</b> Develop, with client input, measurable outcomes, treatment goals, treatment plans, and after-care plans with clients utilizing a systemic perspective.	<b>03.02</b> Define short- and long-term goals by organizing and interpreting assessment information, in collaboration with client as appropriate.	
	<b>5.3</b> Modifies the treatment process by monitoring therapeutic progress	<b>3.3.4</b> Structure treatment to meet clients' needs and to facilitate systemic change.	<b>04.03</b> Modify treatment plan with client and collateral systems as appropriate.	<b>1.9</b> Relationship Beneficial to Client.
	<b>5.4</b> Concludes treatment in a planned manner	<b>3.3.9</b> Develop termination and aftercare plans	<b>04.04</b> Collaboratively plan for termination of treatment	

<p><b>Domain 6: Intervention Competencies</b></p> <p>Demonstrate competence in utilizing a variety of theoretically appropriate therapeutic interventions.</p>	<p><b>6.1</b> Links interventions and theory coherently</p>	<p><b>4.5.3</b> Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients' context and dynamics.</p>	<p><b>03.06</b> Choose interventions based on application of theory and research (individual, couple, group, and family).</p>	
	<p><b>6.2</b> Utilizes theoretically appropriate and client-specific clinical interventions</p>	<p><b>4.3.1</b> Match treatment modalities and techniques to clients' needs, goals, and values.</p>	<p><b>03.09</b> Choose therapeutic modality and interventions while considering the uniqueness of each client</p>	
	<p><b>6.3</b> Follows up on interventions</p>	<p><b>4.4.4</b> Evaluate clients' reactions or responses to interventions</p>		
	<p><b>6.4</b> Utilizes a wide range of interventions</p>		<p><b>03.19</b> Influence behavior and/or perceptions through use of techniques such as metaphor, re-framing, inventiveness, creativity, humor, and prescribing the symptom.</p>	
<p><b>Domain 7: Case/Crisis Management</b></p> <p>Demonstrate competence in managing therapeutic crises.</p>	<p><b>7.1</b> Routinely observes and assesses for indications of abuse, danger to self or others</p>	<p><b>3.3.6</b> Manage risks, crises, and emergencies</p>	<p><b>02.13</b> Assess level of mental or physical risk or danger to the client (e.g., suicide, domestic violence, elder abuse).</p>	
	<p><b>7.2</b> Develops / implements a plan (with assistance of supervisor) to reduce potential of danger</p>	<p><b>5.3.4</b> Develop safety plans for clients who present with potential self-harm, suicide, abuse, or violence.</p>	<p><b>03.04</b> Develop and monitor safety plan to address identified risk (domestic violence, suicide, elder abuse).</p>	
	<p><b>7.3</b> Manages reporting requirements appropriately</p>	<p><b>5.3.6</b> Report information to appropriate authorities as required by law</p>		
	<p><b>7.4</b> Recognizes the need for referral for adjunctive services and identifies appropriate referrals</p>	<p><b>1.2.3</b> Recognize issues that might suggest referral for specialized evaluation, assessment, or care</p>	<p><b>02.20</b> Determine need for evaluation by other professional systems. <b>02.21</b> Collaborate with client, professional, and community systems, as appropriate, in establishing treatment priorities.</p>	<p><b>1.10</b> Referrals</p>
<p><b>Domain 8: Legal Related Matters</b></p> <p>Demonstrate competence in managing legal issues related to the practice of MFT.</p>	<p><b>8.1</b> Demonstrates knowledge of legal issues relevant to therapy setting</p>	<p><b>5.1.1</b> Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.</p>		<p><b>3.2</b> Knowledge of Regulatory Standards</p>
	<p><b>8.2</b> Adheres to legal statutes</p>	<p><b>5.2.1</b> Recognize situations in which ethics, laws, professional liability, and standards of practice apply.</p>	<p><b>05.02</b> Adhere to relevant statutes, case law, and regulations affecting professional practice</p>	
	<p><b>8.3</b> Recognizes and appropriately manages mandated reporting requirements</p>	<p><b>5.3.6</b> Report information to appropriate authorities as required by law</p>		
	<p><b>8.4</b> Obtains client's (or legal guardian's) authorization for release to disclose or obtain confidential information</p>	<p><b>5.1.1</b> Know state, federal, and provincial laws and regulations that apply to the practice of marriage and family therapy.</p>	<p><b>05.09</b> Assist clients in making informed decisions relevant to treatment (e.g., filing third-party insurance claims, collateral systems, alternative treatments, limits of confidentiality).</p>	<p><b>2.2</b> Written Authorization to Release Client Information</p>
	<p><b>8.5</b> Maintains security of client therapy records</p>	<p><b>5.5.1</b> Maintain client records with timely and accurate notes</p>		<p><b>2.4</b> Protection of Records:</p>

				<b>AAMFT Code of Ethics</b>
<p><b><u>Domain 9: Ethical Related Issues</u></b></p> <p>Demonstrate competence in managing ethical issues related to the practice of MFT.</p>	<p><b>9.1</b> Demonstrates knowledge of ethical issues arising in the therapy context</p>	<p><b>5.1.2</b> Know professional ethics and standards of practice that apply to the practice of marriage and family therapy</p>	<p><b>05.01</b> Adhere to ethical codes of relevant professional organizations and associations.</p>	<p><b>3.2</b> Knowledge of Regulatory Standards</p>
	<p><b>9.2</b> Informs clients of the parameters of confidentiality and conditions of mandated reporting</p>	<p><b>5.3.3</b> Inform clients and legal guardian of limitations to confidentiality and parameters of mandatory reporting.</p>		<p><b>2.1</b> Disclosing Limits of Confidentiality</p>
	<p><b>9.3</b> Maintains appropriate therapeutic boundaries</p>	<p><b>4.5.2</b> Set appropriate boundaries, manage issues of triangulation, and develop collaborative working relationships.</p>		<p><b>1.3</b> Multiple Relationships</p>
<p><b><u>Domain 10: Professional</u></b></p> <p>Demonstrate competence in maintaining professional conduct in all aspects of clinical work.</p>				<p><b>Principle III:</b> Professional Competency and Integrity <b>Principle V:</b> Responsibility to the Profession</p>
	<p><b>10.1</b> Presents a professional image including punctuality, professional attire, etc.</p>			
	<p><b>10.2</b> Complies with work setting policies and procedures</p>	<p><b>5.1.3</b> Know policies and procedures of the practice setting</p>		
	<p><b>10.3</b> Completes all paperwork requirements adequately</p>	<p><b>3.5.3</b> Write plans and complete other case documentation in accordance with practice setting policies, professional standards, and state/provincial laws.</p>	<p><b>05.12</b> Maintain accurate, timely, and thorough record keeping.</p>	<p><b>3.6</b> Maintenance of Records</p>
	<p><b>10.4</b> Establishes collegial working relationship with professional colleagues</p>	<p><b>4.5.1</b> Respect multiple perspectives (e.g., clients, team, supervisor, practitioners from other disciplines who are involved in the case)</p>	<p><b>05.11</b> Respect the roles and responsibilities of other professionals working with the client.</p>	
<p><b><u>Domain 11: Use of Supervision</u></b></p> <p>Demonstrate competence in actively engaging in supervision and incorporates feedback into clinical work.</p>				<p><b>Principle IV:</b> Responsibility to Students and Supervisees</p>
	<p><b>11.1</b> Well-prepared and active in seeking or maximizing supervision process</p>	<p><b>2.5.1</b> Utilize consultation and supervision effectively</p>		
	<p><b>11.2</b> Openly shares concerns and ideas with supervisor</p>	<p><b>5.5.2</b> Consult with peers and/or supervisors if personal issues, attitudes, or beliefs threaten to adversely impact clinical work.</p>	<p><b>05.10</b> Consult with colleagues and other professionals as necessary regarding clinical, ethical, and legal issues and concerns.</p>	
	<p><b>11.3</b> Identifies personal reactions/counter-transference issues that could interfere with the therapeutic process</p>	<p><b>4.4.6</b> Monitor attitudes, personal well-being, personal issues, and personal problems to insure they do not impact the therapy process adversely or create vulnerability for misconduct.</p>	<p><b>1.07</b> Attend to the interactional process between the therapist and client (e.g., therapeutic conversation, transference, and counter-transference) throughout the therapeutic process.</p>	<p><b>3.3</b> Seek Assistance</p>
	<p><b>11.4</b> Demonstrates openness and incorporates feedback about therapy from supervision</p>	<p><b>4.3.12</b> Integrate supervisor/team communications into treatment</p>		
	<p><b>11.5</b> Seeks supervisory feedback to make improvements</p>	<p><b>2.5.1</b> Utilize consultation and supervision effectively</p>		

<p style="text-align: center;"><b>Domain 12: Research</b></p> <p>Demonstrate competence utilizing current research to inform clinical practice.</p>				<b>Principle V: Responsibility to Research Participants</b>
	<b>12.1</b> Familiar with evidence-based treatment research	<b>6.1.2</b> Understand research and program evaluation methodologies, both quantitative and qualitative, relevant to MFT and mental health services		
	<b>12.2</b> Reads current MFT and other professional literature	<b>6.3.1</b> Read current MFT and other professional literature	<b>05.05</b> Maintain continuing competencies essential to the field (e.g., continuing education, critical reading of professional literature, attendance at workshops and professional meetings, supervision, and consultation).	
	<b>12.3</b> Uses current MFT and other research to inform clinical practice	<b>6.3.2</b> Use current MFT and other research to inform clinical practice	<b>05.05</b> Maintain continuing competencies essential to the field (e.g., continuing education, critical reading of professional literature, attendance at workshops and professional meetings, supervision, and consultation).	<b>3.1</b> Maintenance of Competency
	<b>12.4</b> Determines the effectiveness of clinical practice and techniques	<b>6.3.4</b> Determine the effectiveness of clinical practice and techniques		