*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	AAMFTRB	Code of ethics	AAMFT Supervision Handbook
1. Marital and Family Therapy	**1.** Identify a personal "core theory" to guide clinical intervention**				
	2. Explore other theories and discover creative ways of accommodating those theories with the "core theory"		03.10 Integrate multiple types and sources of information while conducting therapy.		
	3. Facilitate the co-evolving therapist-client 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.		
	4. Evaluate and identify problems in therapist-client relationships		01.07 Attend to the interactional process between the therapist and client (e.g., therapeutic conversation, transference, and counter-transference) throughout the therapeutic process.		
	5. Demonstrate sensitivity to contextual variables such as culture, gender, ethnicity, and economics	1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, 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).		
	6. Identify and develop an area of clinical expertise		05.03 Practice in accordance with one's own area of expertise (i.e., education, training, and experience		
2. Clinical Supervision	**1.** Demonstrate what they think about treatment and supervision relational terms				Required course content: Purpose and goals of supervision
	2. Demonstrate awareness of patterns and sequences of replication at various system levels				Required course content: Systemic MFT thinking as applied in therapy, supervision, mentoring, and the isomorphic dynamics among different levels of the training system
	3. Demonstrate a clear theoretical orientation by articulating his/her philosophies of therapy and supervision as well as the clear				Required course content: Articulation of a systemic personal philosophy or approach to supervision and how it integrates with

	connection between them				therapy approaches
	4. Demonstrate theoretical consistency, whether from one prominent model or from an integrative perspective with a logical integration of models				Required course content: Articulation of a systemic personal philosophy or approach to supervision and how it integrates with therapy approaches
	5. Present a rationale for the choice of supervisory methods and how the methods facilitate achievement of supervision goals				Required course content: Articulation of a systemic personal philosophy or approach to supervision and how it integrates with therapy approaches
	6. Demonstrate sensitivity to contextual variables such as culture, gender, biology, ethnicity, family of origin and economics	1.2.1 Recognize contextual and systemic dynamics (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, spirituality, religion, 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).		Required course content: Contextual factors to include in therapy and training contexts (such as graduate versus post-graduate supervisees, agency versus private practice), trainee development, and factors such as gender, ethnicity, race, ability, age, spirituality, sexual orientation, economics, and so forth
	7. Demonstrate knowledge of ethical and legal issues of supervision		05.06. Demonstrate professional responsibility and competence in forensic and legal issues (e.g., court-ordered cases, testimony, expert witness, custody hearings, etc).	Principle IV. Responsibility to Students and Supervisees	Required course content: Jurisdictional legal factors such as duties to report or warn, working with minors in therapy, recordkeeping, and so forth; Processes for attending to ethical factors in therapy and supervision
3. Teaching	**1.** Demonstrate overall effectiveness as a teacher**				
	2. Demonstrate that they are well prepared for class**				
	3. Demonstrate competence in subject matter taught**				
	4. Demonstrate that course content, including assigned readings are current and represent the most up to date information on the subject**				
4. Research & 5. Research Productivity	**1.** Demonstrate progress toward developing a personal research agenda**				
	2. Demonstrate ability to design sound MFT research	6.1.2 Understand research and program evaluation methodologies, both			

		quantitative and qualitative, relevant to MFT and mental health services.		
	3. Conduct research in an ethical manner	6.1.3 Understand the legal, ethical, and contextual issues involved in the conduct of clinical research and program evaluation.		Principle V. Responsibility to Research Participants
	4. Create conceptual models to summarize and/or inform research	6.5.1 Contribute to the development of new knowledge		
	5. Create new knowledge for the field by completing a dissertation on a MFT topic	6.5.1 Contribute to the development of new knowledge		
6. Service and Professionalism	**1.** Maintain membership with a professional organization			
	2. Have MFT license			Principle VI. Responsibility to the Profession
	3. Demonstrate commitment to leadership and professional activities			