

Program: _____ **Date** _____

Standards, Section IV

Instructions: Using your NFP teacher training curriculum and this form, document the curriculum section or page number(s) where the content of each standard is met. Include with this form:

1. A copy of your NFP Teacher Training Curriculum which contains:
 - a) Objectives (identify basic information which the student will know or be able to do upon completion of each module);
 - b) Content (list each topic to be covered in class. Describe content for each objective listed);
 - c) Source documents (list and identify texts which are required student reading);
2. The couple/client curriculum and a completed form B (Couple/Client Education Assessment);
3. A faculty list with curricula vitae; and
4. Copies of evaluation tools used by your program (e.g., tests, description of practicum, etc.).

| Standard | Section(s)/Pages(s) |
|---|--|
| <p>A. Philosophy & Church Teaching</p> <ol style="list-style-type: none"> 1. Catholic teachings on human sexuality, marriage and family life, conjugal love, responsible parenthood, and the proper formation of conscience 2. the necessity for respecting all NFP methodologies | <p>_____</p> <p>_____</p> |
| <p>B. Natural Family Planning</p> <ol style="list-style-type: none"> 1. historical overview of the natural methods of family planning 2. scientific effectiveness of NFP 3. male/female reproductive anatomy and physiology and basic information on the prenatal development of the human person 4. fertility signs, including the role of basal body temperature, cervical mucus, cervical changes, and other symptoms of the female fertility cycle 5. observing, charting and interpreting the sign(s) of fertility appropriate to the specific NFP methodology | <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> |

Standard

Section(s)/Pages(s)

6. instructions on achieving and avoiding pregnancy, including the teaching of abstinence from genital contact and sexual intercourse during the fertile phase of the cycle as the NFP means for avoiding pregnancy

7. instruction on all phases of the reproductive life cycle and special circumstances

8. instruction on follow-up procedures and couple/client autonomy

C. Education about contraception, sterilization, abortion, and reproductive technologies

D. Marriage & Family Life Education

1. the couple/client's need for communication, growth in their marital relationship, and the integration of periodic abstinence into their lives

2. information on current trends in marriage, family life, and fertility in American society

E. Teaching and Communication Skills

1. an understanding of the proper role and limitations of the NFP teacher, emphasizing the need for ongoing self-evaluation

2. basic communication and problem-solving skills, as well as the ability to recognize when to make referrals and the process for doing so

3. compassion, tact, discretion, confidentiality, and patience in teaching and follow-up

4. principles of the teaching/learning process, and characteristics of the adult learner

5. use of a variety of educational and class planning strategies

Standard

Section(s)/Pages(s)

F. Program Management

1. a couple/client education program that includes the items under Section III (*complete Form B*)
2. rationales and instruction for record keeping, confidentiality, and program management
3. promotion of cooperation with diocesan NFP programs and the DPP
4. information on strategies for recruiting clients, community outreach, and public relations

G. Faculty and Facilities

1. faculty who are competent in their area of expertise
2. experienced certified NFP teachers with current knowledge of the NFP method(s)
3. facilities that include comfortable learning environment, appropriate audio-visual equipment, and necessary reference materials for faculty and teacher candidates

Attach faculty resumes and/or description of their expertise for G.1 and G.2.

Attach a description of facilities, audio/video equipment used and availability of reference materials.

H. Teacher Evaluation

1. Are administration of objective tests and other appropriate means that evaluate the trainees' knowledge of NFP and their ability to apply it to specific client situations provided?
2. Is a supervised practicum consisting of the following provided
 - a) an assigned supervisor to the teacher candidate
 - b) the teacher candidate teaching at least six couples/clients, with follow-up, for a minimum duration of six months
 - c) ongoing guidance, assessment, evaluation, and documentation of the teacher candidate's progress by the supervisor? If "yes", attach copy of the instrument used to evaluate teacher candidate's progress.

Attach copies of all tests and evaluation instruments used (if included in the curriculum, please indicate section and page numbers).

___ Yes ___ No

___ Yes ___ No

___ Yes ___ No

Standard

Section(s)/Pages(s)

I. Teacher Training Program Evaluation

1. Periodic evaluation of the curriculum by the faculty
2. Evaluation of the teacher/learning process by the trainees.

Attach copy of the assessment instrument.

Attach copy of the evaluation instrument.

Additional Comments: