



NFP Teacher Training Program Self-Study

Form E

NFP Program, Secretariat of Laity, Marriage, Family Life and Youth, United States Conference of Catholic Bishops; 3211 4th St., NE, Washington, DC 20017; 202-541-3240; 202-541-3176 FAX; nfp@uscgb.org.

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. If multiple books or resources are used, please indicate the resource by identifying its title. 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 or descriptions of evaluation tools used by your program (e.g., tests, description of practicum, etc.).

Section IV standards

Resource Title, Section(s)/Pages(s)

A. Philosophy & Church Teaching

1. Catholic teachings on human sexuality, marriage and family life, conjugal love, responsible parenthood, and the proper formation of conscience

B. Natural Family Planning

1. historical overview of the natural methods of family planning

- respect for all NFP methodologies

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

Section IV standards

Resource Title, Section(s)/Pages(s)

- B.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

Resource Title 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 USCCB's NFP Program
4. information on strategies for recruiting clients, community outreach, and public relations

G. Faculty

1. faculty who are competent in their area of expertise
2. experienced certified NFP teachers with current knowledge of the NFP method(s)

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

H. Facilities that include comfortable learning environments and appropriate audio-visual equipment; or in distance learning formats, a process for timely feedback to and support of the teacher trainee

Attach a description of: facilities; audio, video equipment used; and, if appropriate, the process for support of the teacher trainee in distance learning formats.

I. 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 until the client reaches autonomy?
 - c) ongoing guidance, assessment, evaluation, and documentation of the teacher candidate's progress by the supervisor?

___ Yes ___ No

___ Yes ___ No

___ Yes ___ No

___ Yes ___ No

