

# University of Oregon

## COAMFTE Outcome-Based Education Framework

### Key Element I-A: Outcome-Based Education (OBE) Framework for Student Achievement

#### Enter Institutional Mission:

*Serving the state, nation, and world since 1876.*

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

#### Purpose

We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.

#### Vision

We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, outreach, and public service.

#### Values

- We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here.
- We value academic freedom, creative expression, and intellectual discourse.
- We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community.
- We value the unique geography, history and culture of Oregon that shapes our identity and spirit.
- We value our shared charge to steward resources sustainably and responsibly.

**Enter Program Mission:** To produce licensable, highly competent, systemically minded, ethical, and culturally informed clinicians.

**Provide narrative description of Program Mission alignment with Institutional Mission:** The systemic orientation and emphasis on contextual considerations, generation of knowledge, and pursuit of excellence of the CFT program are enthusiastically supported by our Counseling Psychology and Human Services department, the College of Education, and the University of Oregon. In that regard, the University of Oregon mission statement states: The University is a community of scholars dedicated to the highest standards of academic inquiry, learning, and service.

<p>Recognizing that knowledge is the fundamental wealth of civilization, the university strives to enrich the public that sustains it through:</p> <ul style="list-style-type: none"> <li>· The integration of teaching, research, and service as mutually enriching enterprises that together accomplish the university's mission and support its spirit of community.</li> <li>· The acceptance of the challenge of an evolving social, political, and technological environment by welcoming and guiding change rather than reacting to it.</li> <li>· a dedication to the principles of equality of opportunity and freedom from unfair discrimination for all members of the university community and an acceptance of true diversity as an affirmation of individual identity within a welcoming community.</li> <li>· The cultivation of an attitude toward citizenship that fosters a caring, supportive atmosphere on campus and the wise exercise of civic responsibilities and individual judgment throughout life.</li> </ul> <p>In this context, the <b>CFT Program Mission</b> is to produce licensable, highly competent, systemically minded, ethical, and culturally informed clinicians.</p>				<b>COAMFTE Developmental Competency Components</b>				
Program Goals	List Student Learning Outcomes <i>(each SLO may be used with one Goal only)</i>	Target and Measure	Link to document used to Measure	Knowledge	Practice	Diversity	Ethics	Research
<b>Program Goal #1</b>								
<b>Professionalism and Ethical Conduct:</b> <b>Students</b> will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.	<b>SLO #1</b> Students will gain knowledge of couples and family therapy legal, ethical, and professional standards and will demonstrate an ability to apply decision-making protocols and strategies in clinical and research contexts.	<u>Note:</u> Our target is 100% of students earn 80% or above on all CFT course assignments.  CPSY 612 - Anti-racism and ethical practice, Celebration of knowledge 1, Celebration of knowledge 2 (ethics exam).  Formal Client Presentation (FCP). 100% of graduating students will score 80%/ above on 4, 6, & 7.	Appendix A: CPSY 612 - Anti-racism and ethical practice, Celebration of knowledge 1, Celebration of knowledge 2 (ethics exam).  Formal Client Presentation (FCP) items 4, 6, & 7.  Comprehensive Exam 2 (applied)/applied ethics sections of exam.	x	x		x	

		<p>Comprehensive Exam 2 (applied). 100% of students will score 3.0/above on applied ethics sections of exam.</p> <p>Comprehensive Exam 1. 100% of students will score 80%/above, section f.</p> <p>End of Term Practicum Evaluation. 100% of students will score 3.0/above, items 5-10.</p> <p>CFT 609 informed consent.</p>	<p>Comprehensive Exam 1, section F.</p> <p>End of Term Practicum Evaluation, items 5-10. CFT 609 informed consent.</p>					
	<p><b>SLO #2</b> Students will investigate and clarify their beliefs and values regarding clinical practice and ethical decision making.</p>	<p>CFT 616 personal context; CFT 620 my views on mental illness; Comprehensive exam 1 sections f, I, and J (100% of students score 3-5); CPSY 612 anti-racism and ethical practice; CPSY 642 reflection paper.</p>	<p>Appendix A: CFT 616 personal context; CFT 620 my views on mental illness; Comprehensive exam 1 sections; CPSY 612 anti-racism and ethical practice; CPSY 642 reflection paper.</p>	x		x	x	
	<p><b>SLO #3</b> Students will collaborate effectively with a variety of professionals, including for instance physicians, psychologists, social workers, family law specialists, teachers, school counselors, members of the legal system and clergy.</p>	<p>End of Term Practicum Evaluation, 100% of students earn 3-5 on items 6-8, 16.</p>	<p>Appendix A: End of Term Practicum Evaluation, items 6-8, 16.</p>		x		x	
<b>Program Goal #2</b>								

<b>Scientific Inquiry and Critical Evaluation:</b> <b>Students</b> will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision-making.	<b>SLO #4</b> Students will develop an understanding of core principles of quantitative and qualitative research methodology and will demonstrate an ability to critically evaluate the merits of a given study.	EDUC 611 critical analysis of published research, Final essay.	Appendix A: EDUC 611 critical analysis of published research, Final essay.			x		x
	<b>SLO #5</b> Students will demonstrate an understanding of ethical issues associated with research, with particular emphasis on research with human subjects and social justice.	EDUC 611 and 612 CITI training reflection.	Appendix A: EDUC 611 and 612 CITI training reflection.			x	x	x
	<b>SLO #6</b> Students will be able to describe their procedures for incorporating empirically supported and evidence-based literature in practice and will demonstrate an ability to critically evaluate this literature from a systemic framework.	CFT 609 (fall) common factors paper; CPSY 642 Group presentation assignment.	Appendix A: CFT 609 (fall) common factors paper; CPSY 642 Group presentation assignment.	x		x		x
<b>Program Goal #3</b>								
<b>Theoretical Foundations: Students</b> will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.	<b>SLO #7</b> Students will develop an understanding of systemic epistemologies and core systemic constructs.	CFT 616 systemic therapy, systemic diagnosis, critique, celebration of knowledge; Comprehensive exam items c-e, 100% of students score 3-5; Formal Client Presentation, 100% of students 80%/above on items 1-4.	Appendix A: CFT 616 systemic therapy, systemic diagnosis, critique, celebration of knowledge; Comprehensive exam items c-e; FCP items 1-4.	x		x		
	<b>SLO #8</b> Students will demonstrate an ability to apply systemic constructs in diverse settings and with diverse populations, with particular emphasis on clinical assessment, diagnosis,	Comprehensive exam items b, l, and j, 100% of students score 3-5; CFT 609 (summer) live session paper, final paper; CFT 620 case vignette 1 & 2+ team	Appendix A: Comprehensive exam items b, l, and j; CFT 609 (summer) live session paper, final paper; CFT 620 case vignette 1 & 2+ team	x	x	x	x	x

	intervention and evaluation of practice.	diagnosis, diagnostic assessment 1 & 2; CFT 628 specific topics presentation; CFT 609 suicide assessment and risk determination and mental health assessment; Formal Client Presentation, 100% of students 80%/above on items 4, 6, 7.	diagnosis, diagnostic assessment 1 & 2; CFT 628 specific topics presentation; CFT 609 suicide assessment and risk determination and mental health assessment; Formal Client Presentation, items 4, 6, 7.					
	<b>SLO #9</b> Students will understand the distinction between eclecticism and theoretical integration and will demonstrate an ability to create a coherent theory of change that integrates systems theory, communication theory, and the evidence-based, common factors, and trans-theoretical literatures.	CFT 609 (spring) live session paper, FCP; CFT 609 (fall) common factors paper. Formal Client Presentation, 100% of students 80%/above on item 2.	Appendix A: CFT 609 (spring) live session paper, FCP; CFT 609 (fall) common factors paper; Formal Client Presentation item 2.	x	x	x		x
<b>Program Goal #4</b>								
<b>Social Context and Diversity:</b> Students will develop attitudes that value human diversity, will practice culturally sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.	<b>SLO #10</b> Students will adopt a practice framework that incorporates critical consciousness, self-awareness, and knowledge of the relationship between diverse life experiences, human development and the role of diversity in resolving conflict.	CFT 609 (summer) live session paper, final paper; Comprehensive exam items b, l, and j, 100% of students score 3-5; End of Term Practicum Evaluation, 100% of students earn 3-5 on item 12; CFT 628 professional reflection paper; CFT 628 professional reflection.	Appendix A: CFT 609 (summer) live session paper, final paper; Comprehensive exam items b, l, j; End of Term Practicum Evaluation item 12; CFT 628 professional reflection paper; CFT 628 professional reflection.		x	x	x	
	<b>SLO #11</b> Students will demonstrate an ability to critically evaluate the role of social context in understanding and resolving human conflict, including issues such as social class, power, privilege, oppression, sexism, and	CFT 609 (summer) live session paper, final paper; Comprehensive exam 1 items b, l, and j, 100% of students score 3-5; End of Term Practicum Evaluation, 100% of	Appendix A: CFT 609 (summer) live session paper, final paper; Comprehensive exam 1 items b, l, j; End of Term Practicum Evaluation item 12; CFT		x	x	x	

	injustice.	students earn 3-5 on item 12; CFT 615 personal reflection paper; CPSY 608 critical action project; CPSY 611 multicultural awareness reflection; CPSY 615 Ally demonstration paper; 100% of students earn 80%/above, Formal Client Presentation items 6, 7.	615 personal reflection paper; CPSY 608 critical action project; CPSY 611 multicultural awareness reflection; CPSY 615 Ally demonstration paper; Formal Client Presentation items 6, 7.					
	<b>SLO #12</b> Students will thoughtfully incorporate their knowledge of social context and diversity when conducting a clinical assessment, constructing interventions, and evaluating practice.	End of Term Practicum Evaluation, 100% of students earn 3-5 on items 12-14; CFT 609 (spring) FCP; CFT 629 assessment summary; CPSY 642 reflection paper, final case conceptualization paper; CPSY 615 final paper & exam; 100% of students earn 80%/above, Formal Client Presentation items 6, 7.	Appendix A: End of Term Practicum Evaluation items 12-14; CFT 609 (spring) FCP; CFT 629 assessment summary; CPSY 642 reflection paper, final case conceptualization paper; CPSY 615 final paper & exam; Formal Client Presentation items 6, 7.					
	<b>Program Goal #5</b>							
	<b>Clinical Application: Students</b> will develop an understanding of the unique systemically oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.	<b>SLO#13</b> Students will demonstrate an ability to competently assess and treat a broad spectrum of clinical issues and client configurations (e.g., individual, dyad, family) within a systemic framework – and skillfully adapt these applications for in-person and teletherapy contexts.	Comprehensive Exam 1, 100% of students earn 80%/more on items b-e, g; End of Term Practicum Evaluation, 100% of students earn 80%/more on items 12-14; CPSY 642 final case conceptualization; CFT 629 assessment summary; CFT 625 take home exam; CFT 628 celebration of knowledge; Formal Client Presentation, 100% of	Appendix A: Comprehensive Exam items b-e, g; End of Term Practicum Evaluation, items 12-14; CPSY 642 final case conceptualization; CFT 629 assessment summary; CFT 625 take home exam; CFT 628 celebration of knowledge; Formal Client Presentation items 5, 7, 8, 10.				
					X	X	X	X

		students 80%/more on items 5, 7, 8, 10.						
	<b>SLO#14</b> Students will demonstrate an ability to conceptualize client situations from a relational perspective (micro/macro-orientation), develop relational goals and objectives, create an “expanded therapeutic alliance” and engage “expanded direct treatment systems” (Miller, Todahl & Linville, 2007; Sprenkle & Blow, 2004).	Comprehensive Exam 1, 100% of students 80%/more on item e; End of Term Practicum Evaluation, 100% of students 80%/more on items 4, 12-14; CFT 609 Beginning Practicum, CFT 609 Advanced Practicum live session paper (summer), FCP (spring), final paper (summer), live session paper (fall), client presentation and model integration (winter).	Appendix A: Comprehensive exam item e; End of Term Practicum Evaluation, items 4, 12-14; CFT 609 Beginning Practicum, CFT 609 Advanced Practicum live session paper (summer), FCP (spring), final paper (summer), live session paper (fall), client presentation and model integration (winter).	x	x	x		
	<b>SLO#15</b> Students will demonstrate an ability to generate a systemic diagnosis of a given client system and tailor interventions drawing on their knowledge of the research literature, theoretical assumptions, client readiness, and diversity.	CFT 609 Advanced Practicum live session paper (summer), FCP (spring), final paper (summer), live session paper (fall), client presentation and model integration (winter); SPSY 650 Comparison chart/annotated bibliography.	Appendix A: CFT 609 Advanced Practicum live session paper (summer), FCP (spring), final paper (summer), live session paper (fall), client presentation and model integration (winter); SPSY 650 Comparison chart/annotated bibliography.	x	x	x		x