CFT 607 Research Writing

2014 Fall

Meeting Days/Time: Fridays, 10/3 – 10/31, 10-11:50
Location: PLC 189
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Course DESCRIPTION
CFT Research Writing is designed to teach research and academic writing skills that can be adapted and applied to coursework throughout the program.

Course OBJECTIVES
In this course, you will learn several of the core principles of professional writing endorsed by the American Psychological Association.

TEXTBOOKS & READING MATERIALS

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COURSE STRUCTURE
This course is structured as a workshop. Practice of writing principles will occur primarily during class. Please bring a laptop or other writing device each week.

SCHEDULE OF TOPICS AND ASSIGNMENTS
Below is a list of assignments that link to the Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

10/3: Introduction; types of articles; choosing and narrowing a topic (SLO 1, 2)
10/10: Electronic literature searching: Guest speaker, Katy Lenn
10/17: Organization; APA format; respectful reference and tone (SLO 1, 2)
10/24: Style: Writing as a professional (SLO 1, 2)
10/31: Office hours: individual writing assistance
Course Policies

**Documented Disability:**
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on the Accessible Education Center, please see [http://ds.uoregon.edu/](http://ds.uoregon.edu/).

**Academic Misconduct Policy:**
All students are subject to the regulations stipulated in the UO Student Conduct Code ([http://www.uoregon.edu/~conduct/](http://www.uoregon.edu/~conduct/)). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution:**
The mission of the College of Education is to “Make educational and social systems work for all.” Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness or other improper treatment. Within the College of Education, you can contact: Bill Young, COE Ombudsperson at 541-346-1401 or wdyoung@uoregon.edu or [http://education.uoregon.edu/ombuds](http://education.uoregon.edu/ombuds).

Outside the College, you can contact:
UO Bias Response Team: 541-346-1139 or [http://darkwing.uoregon.edu/~brt/](http://darkwing.uoregon.edu/~brt/)
UO Conflict Resolution Services 541-346-0617 or [http://darkwing.uoregon.edu/~crs/](http://darkwing.uoregon.edu/~crs/)
UO Affirmative Action and Equal Opportunity 541-346-3123 or [http://aaeo.uoregon.edu/](http://aaeo.uoregon.edu/)

**Grievance Policy:**
A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy ([http://education.uoregon.edu/feature.htm?id=399](http://education.uoregon.edu/feature.htm?id=399)) or enter search: student grievance.

**Inclement Weather Policy:**
In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main homepage (in the “News” section) at [http://www.uoregon.edu](http://www.uoregon.edu). College of Education students should contact their program department for further information.

**Respect for Diversity:**

**College of Education Diversity Statement:**
In order to thrive and excel, a culture must honor the rights, safety, dignity, and well-being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment. Some of the readings in this class do not adequately address diversity so we will be discussing how we might be able to make clinical practices more sensitive to diversity.

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university

**Couples and Family Therapy Program Values Statement:**
The CFT program embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects of our program. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. We aim to honor and value diverse ways of learning, knowing, and experiencing. We also hope to create a forum where dialogues can take place that foster individual as well as collective self
Student Learning Outcomes: As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students 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.

SLO4. 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.

SLO5. Students 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.

Faculty Outcomes: Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

Program Outcomes: The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.