Course Description:
This class is intended to survey the distinct models of the field of couples and family therapy. We will review the role of major historic leaders in couples and family therapy, model specific vocabulary, clinical techniques, and theoretical conceptualizations. As part of the course, students will become more sophisticated with regard to their understanding of family functioning and the role of therapy.

Course Objectives:
Students in this course will be able to:
1. Demonstrate knowledge of the concepts and terms of the discipline of family therapy.
2. Develop an understanding of systemic epistemologies as they relate to therapeutic models.
3. Utilize critical thinking principles to evaluate family therapy models.
4. Evaluate family therapy models for congruency between theory, interventions, contextual factors, and goals for therapy.
5. Demonstrate knowledge of the primary assumptions of the major theoretical models in family therapy.

The various models for this class include:
- Transgenerational Family Therapies (Bowen and Nagy)
- Structural Family Therapy (Minuchin)
- Strategic Family Therapy (Haley & Madanes, the Milan group, and the MRI group)
- Experiential Approaches (Satir and Whitaker)
- Solution Focused Therapy (Berg and de Shazer)
- Narrative Therapy (White)

Textbooks:
Required
-Supplemental readings will be available through Blackboard.

Recommended

COAMFTE Core Competencies:
This course will address the following AAMFT core competencies:
1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
1.3.1 Gather and review intake information, giving balanced attention to individual, family, community, cultural, and contextual factors
2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems
2.2.4 Consider the influence of treatment on extra-therapeutic relationships
2.3.8 Identify clients’ strengths, resilience, and resources
2.4.2 Assess ability to view issues and therapeutic processes systemically
3.1.1 Know which models, modalities, and/or techniques are most effective for presenting Problems
4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches
4.3.3 Reframe problems and recursive interaction patterns

**Ethical Standards of Practice:**
Each CFT student is expected to maintain the highest ethical standards of clinical practice, including strict adherence to the maintenance of client confidentiality. Specifically, students agree to the following:
- Awareness of the AAMFT Code of Ethics and maintaining the code at all times.
- Never disclosing any names or identifying information of client or cases outside of the observation or supervision areas.
- Not observing a session, inquiring about a case, or participating in a team if you know the client.
- To consistently maintain a professional and respectful manner when observing or interacting with clients.

**Disclosure of Personal Information:**
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have “established policies for informing applicants and students regarding disclosure of their personal information” (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential – and remain only in the classroom – unless an exception to confidentiality applies.

The AAMFT Code of Ethics states in standard 4.7 (2001) that Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. With this in mind, the program would like to highlight that clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care.

**Students with Disabilities:**
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 Accessible Education Center, please see http://aec.uoregon.edu

**Mandated Reporting**
UO employees, including faculty, staff, and GTFs, are mandatory reporters of child abuse when the employee has “reasonable cause to believe any child with whom the employee comes in contact has suffered abuse or that any person with whom the employee comes in contact has abused a child.” UO employees, including faculty, staff, and GTFs, also are mandatory reporters of prohibited discrimination when the employee obtains “credible evidence that any form of prohibited discrimination by or against students, faculty or staff is occurring.” “Prohibited discrimination” includes discrimination, and discriminatory harassment, including sexual harassment and sexual assault. This statement is to advise you that that your disclosure of information about child abuse or prohibited discrimination to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:
https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect/presidents-message
http://around.uoregon.edu/mandatoryreporting

**Grievance**
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) or enter search: student grievance.

**Conflict Resolution**
Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnesses bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, you can contact Angie Whalen, Assistant Dean for Academic Programs and Student Services, at 346-2898 or awhalen@uoregon.edu; Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@uoregon.edu; or Surendra Subramani, student advisor, at 346-1472 or surendra@uoregon.edu.

- Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346-0617 or http://studentlife.uoregon.edu/SupportandEducation/ConflictResolutionServices/tabid/134/Default.aspx
- Affirmative action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

**Inclement Weather**
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 home page (in the “News” section) at http://www.uoregon.edu. Additional information is available at http://hr.uoregon.edu/policy/weather.html.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted via email. During periods of inclement weather, please check your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.
**Academic Misconduct Policy**
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://conduct.uoregon.edu). 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.

**Student Conduct:**
The College of Education (COE) Policy Regarding Dismissal of Students from Programs is contained in the COE Academic Policies and Procedures Handbook in Section A and in the UO Bulletin. The CFT program has a specific set of policies with regard to Professional Conduct and Ethical Standards that can be found in the CFT Program Handbook. It is the student’s responsibility to review these policies.

**Course Incomplete Policy**
Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, please see:
https://education.uoregon.edu/academics/incompletes-courses

**Respect for 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.

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-awareness and growth. In keeping with our commitment to these values, we ask that everyone (students, faculty, staff and supervisors) partner in a shared responsibility to build inclusion, equity, and respect of diversity across the CFT program. This can only happen if we continue to reflect on how our cultural backgrounds and diverse life experiences influence our work with clients. Thus, while we each bring unique perspectives to our professional work, as a program we expect that our students, faculty and staff, as human service professionals, will strive toward competency in meeting our clients' diverse needs and respecting all people.

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**Course Requirements:**
*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.*

1. **Attendance and Participation in Class Activities and Discussions (20 points; SLO1):**
   Attendance and participation are essential for successful mastery of course material. Graduate level study is collaborative, and students are expected to take active responsibility for their learning by reading assigned material prior to class, coming to class prepared to ask questions or offer alternative views on the covered
materials. You may miss one class without needing to fulfill make-up work. However, it is your responsibility to gain class material and information from a colleague. Missing two classes is equivalent to missing 20% of the class and you and instructors will discuss an appropriate make-up assignment if you will be absent for two classes.

Suggested Ground Rules to Maximize your Learning and Maintain a Safe Environment:
1) Attend each class from the beginning until the end.
2) Read the readings to be covered prior to attending class.
3) Respect the other members of the class. When you express your opinion or raise a question, please do so in a way that does not attack or put down another person or group of people.
4) I am here to help you learn and to be fair with you. If something isn’t clear in class or is confusing you, if you feel stuck on something, if you feel you have been graded unfairly, or if something is bothering you about my teaching or anything else in the course, talk with me. See me before class, after class, during office hours, make an appointment, send me an email, call me, in short, communicate with me!
5) Please check your email accounts and Moodle (Blackboard?) regularly. Many of your handouts for class and course readings will be available for you on Moodle. I may also ask you to visit various websites or to view video clips before class as well.
6) Unless you are using your computer to assist you with taking notes from the class lectures, I would like to ask you to minimize your computer usage during class time. As I walk around the class, if I see you using your computer for other uses I may ask you about it. This holds the same for any handheld devices.

Attendance:
Class attendance is strongly encouraged. If you miss a class, it is your responsibility to acquire any missed information or handouts from other participants who were present, or feel free to schedule an appointment with me to go through missed information or instructions. I hope to see and hear from you every class period. Class is more fun when you come and participate.

*I have attempted to keep the weekly readings moderate to make it easier for you to do them prior to class. This course is designed for most of the application and practical value derived from the readings to be done in class so it would serve you best if you come prepared with your thoughts and reflections of the assigned readings.

2. Assumptions & Applications Assignments (10 points each; SLO3, SLO5)
Students will write a 1-2 page paper addressing the questions below about each of the 6 major theories covered in class (Bowen Family Systems Theory, Structural Family Therapy, Strategic Family Therapy, Experiential Therapy, Solution Focused Therapy, & Narrative Therapy). The paper will include two parts: Assumptions and Assessments- which speaks to the philosophical and theoretical understanding of the theory, and Clinical Application- which speaks to the practical application of the theory. The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited. The paper should provide answers and your personal reflections to:

Part 1: Assumptions and Assessment

Discuss the assumptions that the theory has about the following:
1. What meanings do symptoms have in this theory?
2. According to this theory, how does change occur?
3. Who are some of the primary figures in the development of the model(s) and what are their contributions?

Part 2: Clinical Application

Discuss the clinical application of the theory by answering the following:
1. What are the treatment goals for this approach? What outcomes are anticipated?
2. What is the role of the therapist, and how does a therapist engage with the family?
3. Describe the preferred interventions.
4. What are the strengths and limitations of this approach?

This fulfills AAMFT core competencies 1.1.1 and 3.1.1.

3. Family-of-origin paper (15 points; SLO3)
   Students will write a 4-5 page paper analyzing their families of origin from a transgenerational perspective. The paper should be written in accordance with the APA manual guidelines including 12 pt. font, standard margins, double-spaced, with references properly cited. The paper should include following:
   a) An appendix with a three-generation genogram of your family of origin. The genogram should include all relevant information such as names, age, birth/death dates, relational patterns, and abuse history. See the example of genogram (Gehart, 2013, pp 219). You may want to communicate with your parent, grandparent, sibling, or other relative to gather information for the genogram (*It is not required).
   b) Using the genogram:
      o Identify at least three concepts from transgenerational family therapies (i.e. triangles, differentiation of self, fusion, emotional cutoff, loyalty, invisible loyalty, legacy, parentification), which were significant for you.
      o Briefly describe these concepts in your family.
      o Discuss how the concept/experience might influence your thinking or work as a therapist (at least one page).

This fulfills AAMFT core competencies 1.3.1., 2.3.8. and 4.3.3.

4. Model Discussion (10 points; SLO3)
   During the last class period, we will have a lively discussion that will include participation from all students. Please come to class prepared to discuss all of the major models reviewed in class (Bowen, Structural, Strategic, Experiential, Solution Focused, and Narrative). In class, you will be assigned to a group and discuss how to apply each model to various case examples. Your completed model chart will aid in this assignment. In order to receive the full points from the model discussion, you will need to
   • Be prepared to explain the core assumptions, concepts, and goals of each therapy model.
   • Be able to present the strengths and limitations of each model.
   • Be able to explain problems, therapeutic goals, and treatment plans reflecting each therapy model with regard to given case examples.

This fulfills AAMFT core competencies 1.1.1 and 3.1.1.

5. Model Final Paper (25 points; SLO3, SLO5)
   Students will write an 8-10 page paper examining the application of a theory covered over the course of the term. The model you choose to write about should be because you feel aligned with that model’s core assumptions about change. Students will need to cite (in APA format) a minimum 5-7 original academic sources for the model chosen (must be academic articles and/or books—online web and wiki pages will not count toward this total). Paper instructions are as follows:
   1. Brief Review on Model of Choice:
      a. Include a brief literature review of the model including basic assumptions of the model, how the model works in therapy (i.e. treatment, what “healthy” families look like, how problems develop, the role of the therapist, etc.) and an overview of interventions. This section should demonstrate your understanding of this model and reflect a thorough review of the literature by integrating other sources outside of the course textbook. (2-3 pages)
      b. Discuss the core assumptions of this model and how they match/fit your core assumptions of
change. Why are you aligned with this model? Anything about this model that does not fit with your theory of change. (2 pages)

c. Describe how core systemic and communication theory assumptions are reflected (or not reflected) in the therapeutic model (refer to the Watzlawick et al. text and chapters 3 and 4 of the Gehart textbook for information regarding systemic and communications concepts). Cite the literature in your response. (~1 page)

2. **Vignette:** Students will identify a relational “issue” in his/her personal life and will develop a brief, one-paragraph vignette, revealing only information that he/she is comfortable revealing. The issue must be relational but the therapeutic approach may be an individual, a couple, or a family. Note: you may revise history as needed to feel comfortable writing this part of the assignment. If necessary, include more fiction than fact. We recommend you choose issues that you feel you have “successfully” dealt with and avoid issues that are still painful for you. Discuss the family situation and then review why using the model with your selected vignette is fitting, citing the evidence base, diversity factors, and theoretical concepts. (1-2 pages)

3. **Treatment Goals:** Students will develop 3 main goals (that are specific to the chosen model) that match the situation discussed in the vignette (In essence, if this situation were to present in therapy, what would this model focus on in the therapy room). Make the goals very practical and clear (i.e. Clients will increase differentiation in order to…..). Next, who should come to therapy and why? Finally, in terms of your model, describe how you think it would affect the dynamics of your system if you did focus on these goals in therapy. (2 pages)

This fulfills AAMFT core competencies 1.1.1, 2.3.3, and 3.1.1.

<table>
<thead>
<tr>
<th>Course Requirements and Evaluation:</th>
<th>Total Points = 100</th>
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<tbody>
<tr>
<td>Area of Evaluation</td>
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</tr>
<tr>
<td>1. Class participation and attendance</td>
<td>20</td>
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<tr>
<td>2. Assumptions and applications paper</td>
<td>60</td>
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<tr>
<td>3. Family-of-origin paper</td>
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<tr>
<td>4. Model Discussion</td>
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<td>5. Model Final Paper</td>
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<tr>
<th>Course Grading:</th>
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<tr>
<td>A+</td>
<td>97-100</td>
<td>C+</td>
<td>77-79</td>
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<tr>
<td>A</td>
<td>94-96</td>
<td>C</td>
<td>74-76</td>
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<td>B+</td>
<td>87-89</td>
<td>D+</td>
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<td>64-68</td>
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<tr>
<td>B-</td>
<td>80-83</td>
<td>D-</td>
<td>60-63</td>
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*Courses receiving C and lower are not accepted for graduate credit, even though they may be computed in the G.P.A.*

**Late Assignments:**
*Outside of exceptional circumstances (e.g. medical emergency), any assignment turned in beyond the deadline will be reduced in score by 25% for each day it is late. The final assignment will not be accepted past the due date.*

**WE DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.**
<table>
<thead>
<tr>
<th>CLASS</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
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</thead>
<tbody>
<tr>
<td>CLASS #1</td>
<td>Introduction to the class and to each other</td>
<td></td>
<td>N/A</td>
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<tr>
<td>October 1st</td>
<td>Review the syllabus</td>
<td>Gehart, 2013, pp 399-425</td>
<td></td>
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<tr>
<td>Hyejin &amp; Blendine</td>
<td>Review the two models/theories courses</td>
<td>Gehart, 2013, pp. 331-353</td>
<td>Assumptions &amp; Applications Assignment Due</td>
</tr>
<tr>
<td>CLASS #2</td>
<td>Narrative Therapy (Michael White)</td>
<td>Gehart, 2013, pp. 165-209</td>
<td>Assumptions &amp; Applications Assignment Due</td>
</tr>
<tr>
<td>October 8th</td>
<td></td>
<td>Gehart, 2013, Ch.11 &amp; Gehart &amp; Tuttle Ch. 10</td>
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<tr>
<td>Blendine</td>
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<tr>
<td>CLASS #3</td>
<td>Solution Focused Therapy (Insoo Kim Berg &amp; Steve de Shazer)</td>
<td>Gehart, 2013, Ch. 10</td>
<td>Assumptions &amp; Applications Assignment Due</td>
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<td>October 15th</td>
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<td>Gehart, 2013, Ch. 6</td>
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<td>Blendine</td>
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<tr>
<td>CLASS #4</td>
<td>Experiential Therapy (Virginia Satir &amp; Carl Whitaker)</td>
<td>Gehart, 2013, Ch. 7</td>
<td>Assumptions &amp; Applications Assignment Due</td>
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<td>October 22nd</td>
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<td>Gehart &amp; Tuttle Ch. 6</td>
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<td>CLASS #5</td>
<td>Experiential Therapy (continued)</td>
<td>Gehart &amp; Tuttle Ch. 7</td>
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<tr>
<td>November 5th</td>
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<td>Gehart, 2013, pp. 255-270</td>
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<td>Hyejin</td>
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<td>Gehart, 2013, Kim et al. (2013)</td>
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<td>CLASS #7</td>
<td>Transgenerational Family Therapies 2. Contextual Family Therapy (Ivan Boszormenyi-Nagy)</td>
<td>Gehart, 2013, pp. 243-273</td>
<td>Assumptions &amp; Applications Assignment Due</td>
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<td>Blendine</td>
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<tr>
<td>CLASS #8</td>
<td>Structural Family Therapy (Salvador Minuchin)</td>
<td>Gehart, 2013, pp. 125-146</td>
<td>Assumptions &amp; Applications Assignment Due</td>
</tr>
<tr>
<td>November 19th</td>
<td></td>
<td>Gehart, 2013, pp 61-107</td>
<td>Final Papers Due Dec. 5th at 4pm in Blendine’s box in HEDCO</td>
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<tr>
<td>CLASS #9</td>
<td>Strategic Family Therapy (Jay Haley &amp; Chloé Madanes, Milan Group, MRI)</td>
<td>Gehart, 2013, pp. 61-107</td>
<td>Assumptions &amp; Applications Assignment Due</td>
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<tr>
<td>Hyejin</td>
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<tr>
<td>CLASS #10</td>
<td>Model Discussion</td>
<td>Gehart, 2013, pp. 61-107</td>
<td>Assumptions &amp; Applications Assignment Due</td>
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<tr>
<td>Blendine &amp; Hyejin</td>
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<tr>
<td>Finals Week</td>
<td>No Class Meeting</td>
<td>Gehart, 2013, pp. 61-107</td>
<td>Assumptions &amp; Applications Assignment Due</td>
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</tbody>
</table>

You will be able to access/view your grades on Blackboard (blackboard@uoregon.edu).

© = the reading is available on blackboard under reserved readings

*** The contents of this syllabus may be altered as deemed appropriate by the instructors throughout the course. You will be promptly notified of any changes.
University of Oregon CFT Educational Outcomes

**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.