University of Oregon  
College of Education  
Couples and Family Therapy Graduate Program  
CFT 616: Family Theory  
Fall, 2014

Faculty: Tiffany B. Brown Ph.D., LMFT
Class Details: Wednesday’s, 9-11:50 am
Office Hours: HEDCO 263; by appointment (call/cancel 24 hours in advance)
Phone: 541-346-2117 (office)
Email: tiffanyb@uoregon.edu
Class Location: LOKEY 116

Course Description
This class is organized to be a review of the distinct theories of the field of Marriage and Family Therapy (more appropriately referred to as Couples and Family Therapy). The purpose of this course is to examine the theoretical origin of the field and master the terminology used with General Systems Theory as it applies to our field. This course serves to provide students with a foundational understanding of the dynamics of relational interaction from a systems perspective. We will examine both classic and current writings so that a context can be developed for the proper interpretation of the development of ideas and epistemologies related to family theory and practice. This course will introduce students to the history, leaders, theoretical models, client conceptualization, and vocabulary in the field. As part of this course, students will also begin the process of developing their own systemic theory of change.

Course Learning Outcomes
By the end of the course, students will be able to:
1. Identify and understand the major theoretical frameworks, concepts and theorists that are foundational to the practice of couples and family therapy.
2. Articulate an understanding of family systems theory and communication theory as they relate to CFT through application of vocabulary and key concepts using practical examples.
3. Identify influences on and understand the historical development and the continuing evolution of the family systems model of psychotherapy.
4. Apply the various theoretical concepts of family systems theory and communication theory to observations and descriptions of human interactions, including individual and family development; multicultural influences on human experience; gender; systemic views on individuals as “subsystems;” and family structure and process.
5. Articulate personal awareness of the structure, dynamics, processes and communication patterns of the student’s own family of origin and relationships and the implications of these patterns for the student’s therapeutic practice.

COAMFTE Core Competencies Addressed in this Course
1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy.
1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy.
2.2.3 Develop hypotheses regarding relationship patterns, their bearing on the presenting problem, and the influence of extra-therapeutic factors on client systems.
2.4.2 Assess ability to view issues and therapeutic processes systemically.
4.1.2 Recognize strengths, limitations, and contraindications of specific therapy models, including the risk of harm associated with models that incorporate assumptions of family dysfunction, pathogenesis, or cultural deficit.
4.2.2 Distinguish differences between content and process issues, their role in therapy, and their potential impact on therapeutic outcomes.
4.3.3 Reframe problems and recursive interaction patterns.

Required Texts and Readings*
*Students will also be responsible for additional assigned articles and chapters that will be available via reserved readings on blackboard.

**Recommended Reference/Resource Readings**

---

**Course Format**

The format in graduate education is intended to challenge advanced students to *think critically* and to consider new ideas. Rather than straight lecture formats, emphasis will be placed on a *professional dialogue* among course participants on selected topics. Readings will be selected for their ability to stimulate ideas and lead to an integrative understanding of theoretical issues related to the field of couples and family therapy. *Please note that since this class is an intensive learning experience, it is important that all readings be completed as scheduled.* I encourage you to work in study groups, spend time absorbing the ideas, and overtly discuss what you do not understand. In addition, please come and meet with me if additional conversations are warranted to understand/integrate the material into your own epistemology.

This class will involve a combination of lectures, theoretical discussions, small group discussions, small and large group exercises/activities, intensive readings, response papers, and exam.

---

**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 & Class Participation (25 points; SLO1)**

Attendance, including arriving on time to every class, is essential to successful mastery of course material. If you miss more than one class you will be deducted 5 points for each day missed. I do not need to know why you missed class and expect that you coordinate your absence with a colleague before asking me if you missed anything. I will not schedule a meeting with you in order to make up your missed class period (except in exceptional circumstances). Also, coming to class significantly late or leaving early will count as a missed class period.

Students are expected to complete the assigned readings *prior* to class and to actively participate in small group and class discussions. It will be assumed that you have read the assigned readings prior to class, meaning that class lecture and discussion will focus on an *extension* of those readings as we engage in sophisticated discussions of that week’s topic. I encourage you to take a very active role in the course not only for your learning, but also for the benefit of your colleagues. This includes a balanced sharing of your thoughts (i.e. contributing to discussions, but not dominating), raising important questions, supporting other students’ learning, actively engaging the readings, and arriving at each class session prepared to discuss and engage with the material. It is important to me that our work together is focused, very active, and involves all students in the class. An important part of creating a successful learning community is being respectful in making space for all students. Each of us has an important role toward that end.

(2) **Blackboard Discussion Entries (15 points; SLO1, SLO3)**

A Blackboard page has been created for this course. You can find the page by going to http://blackboard.uoregon.edu and searching for the course name. Your user name will be the first part of your email address (i.e. tiffanyb for me). Your password is typically your UO id. Please contact the computer center at 346-4403 if you have difficulty logging on. If you do not have a personal Internet connection, you may use the computer lab in the HEDCO learning commons on the first floor of the building.

Students are expected to visit the class web site on blackboard weekly, read entries from colleagues, and submit comments, questions, or responses to previous entries. Students are required to have three quality entries over the course of the term. Entries may initially take the form of informal reflection about some aspect of the concepts discussed in class or you may propose a question. You are encouraged to integrate class discussions and assigned readings into your entries when appropriate. Overall, postings should be professional, on topic, and appropriate. This is where your role of being a graduate student comes into full effect. You will be graded on your quantity *and* quality of your entry. For example, simply stating “I
agree with your point” does not reflect an adequate entry. You can offer a succinct statement, but be sure that it offers content that will be helpful for your colleagues and the discussion overall for it to be counted as one of your required entries over the term. The primary hope of this assignment is that you are engaging in a professional dialogue regarding the course content with one another. It is also an opportunity to go further with an idea presented in class, propose questions, or to critically think about new concepts. It is often the medium for students to understand ideas from class more fully. Periodically, I will respond to entries, but it will not be routine as I see this particular assignment centered on peer dialogue. Please alert me (via email) to a particular entry you would like my response to if you are seeking my perspective. Students will need to complete all three entries by the end of week 9 to receive full credit for this assignment.

(3) Exploring Family Systems Theory: (40 points: SLO3, SLO4, SLO5)
The concepts of "Family Systems Theory" are sometimes referred to as unique, in that they do not follow the same framework as traditional psychologies. As you will discover, it is very much like learning a new language. As in the learning of a new language, understanding the meanings of the symbols of that language often requires a lot of ‘muscle work.’ A series of small group discussions and written papers will focus on your ability to ‘see’ new conceptual ideas and to ‘think’ in family systems terms. These assignments will require you to think and write about your own experiences and describe interpersonal interactions you have observed, or been a part of, that illustrate course material. Some of the following assignments are discussion based (x2) and some are written papers (x3). Please refer to each assignment below to determine its specific structure. The due date for each assignment is indicated below on the course schedule.

Written Papers: Please make clear in your short papers how the systems concept is illustrated by your example and what we may miss if we did not look at the matter through a systemic lens. The papers you construct will represent the impressions you have developed about your own experiences over the course of the term. You need to be actively integrating course readings into your written papers. Written papers should be a 2-3 pages each, typed, double-spaced, stapled and include your name and the date (printing front to back is encouraged). Papers must be in APA format (6th edition) and follow all APA formatting guidelines.

Small Group Discussions: If you are preparing for a discussion, please informally prepare your thoughts to answer the assignment questions (you could write or type some ideas in bullet form to guide your discussion with colleagues). If it’s a discussion week, you will complete a short in-class reflection form, demonstrating that you were present and briefly identifying what you gained.

a. Commentary (10 points: SLO3, SLO4): In this paper, include a description of the system in which you are embedded. For example, who is in your system? What is your own context and what/who/how is it influenced? When you think about your system, what behaviors and norms come to mind? How do you describe your cultural identity? What makes your system interesting, special, or unique? How has/is your cultural identity impacted by your system? How is your system impacted by your cultural identity? If you were asked to describe your system, what would you say? How do you think of your system in contrast to other systems you know? (You don’t have to provide answers to each of these questions. They are listed here to stimulate your thinking).

b. Personal Epistemology (5 points: SLO3): Prepare for a discussion with the following questions and ideas. Begin by describing and defining the term “epistemology” in your own words and illustrate your personal epistemology by answering the list of questions below. There are no “correct” answers. These questions are designed to develop your critical thinking and to help clarify your own ideas about “how you know what you know” about human nature and change.
   1. What experiences and/or factors have contributed to your choice to pursue a career in family therapy?
   2. What is your personal belief about the basic nature of human beings? How are these beliefs informed by the formation of your cultural identity?
   3. How do you determine what counts as knowledge (and/or truth)? If you were to learn about a new discovery, how would you determine the validity of the new information?
   4. In ways has your context and your system influenced how you know what you know?

c. Circular Processes (10 points: SLO3, SLO5): In this paper, you are to address the differences between linear causality and circular interactional cycles. According to the cybernetic understanding, people behave in a circular versus linear way. Consider a classic interaction in your own life (perhaps with a friend, partner, family member, or coworker) and describe it from a circular perspective. Give attention to highlighting what a person would miss if they only considered this interaction linearly. Use this specific example to illustrate the concepts of circular relatedness and negative and positive feedback in a written paper.

d. Communication Processes (5 points SLO3, SLO4, SLO5): Prepare for a discussion with the following questions and ideas. How do members communicate in your system? How is this pattern of communication informed by the
norms in your cultural group? Keep in mind that communication acts do not only include talking, but also nonverbal communication. In your discussion with colleagues, offer an example of a habitual communication act that illustrates the nature of communication patterns in your family of origin or current system and explain what the act means for the system. Directly discuss how that communication pattern has different realities based on the punctuation of the interaction. In other words, describe something that occurs (or did occur) habitually, and then analyze the pattern, looking at the interaction for multiple realities. For example: For Ireri, family gatherings usually are cheerful moments when family members get to see one another and have long talks that promote bonding. However, Ireri’s step-sibling, Saul, has a different experience of family gatherings. From his perspective they are tiring and usually mean family members criticizing him about how he is spending his time.

e. **Systemic Therapy (10 points; SLO3):** In this paper, describe six core constructs of systems theory and three core constructs of communication theory. Describe the unique contribution of these ideas to the mental health field. That is, what makes a ‘systemic’ therapist distinctly different from a conventionally trained mental health provider? In your view, what is important about this/these distinctions?

(4) **Celebration of Knowledge (20 points; SLO3)**

One celebration of knowledge will be given during the term regarding the reading, class content, and class discussion to date. This celebration will consist of short answer only.

<table>
<thead>
<tr>
<th>Student Engagement Inventory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education Activity</strong></td>
</tr>
<tr>
<td>Course Attendance</td>
</tr>
<tr>
<td>Assigned Readings</td>
</tr>
<tr>
<td>Blackboard entries</td>
</tr>
<tr>
<td>Family Systems Theory Assignment</td>
</tr>
<tr>
<td>Celebration of Knowledge</td>
</tr>
<tr>
<td><strong>Total Hours:</strong></td>
</tr>
</tbody>
</table>

**Course Evaluation**

Your grade will be determined by your performance in the assigned areas specified previously and summarized as follows:

<table>
<thead>
<tr>
<th>Course Requirements and Evaluation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance and Participation</td>
<td>25</td>
</tr>
<tr>
<td>Blackboard entries (3 entries total)</td>
<td>15</td>
</tr>
<tr>
<td>Family Systems Theory (3 written papers to turn in @ 10 points each; 2 discussions @ 5 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Celebration of Knowledge</td>
<td>20</td>
</tr>
<tr>
<td><strong>TOTAL-----------------------------</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Late Assignments: Any assignment turned in after the beginning of the class period it was due will be considered late unless we have a prior agreement. Late assignments will be assessed a 25% grade penalty for each day they are late. **PLEASE NOTE: I DO NOT ACCEPT ASSIGNMENTS VIA EMAIL.** Courses receiving C and lower are not accepted for graduate credit, even though they may be computed in the G.P.A.

**Course Grading:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>94-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>Not accepted for Graduate Credit</td>
<td>&lt; 76</td>
</tr>
</tbody>
</table>
POLICIES

Respect for Diversity
This class embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects. 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. I aim to honor and value diverse ways of learning, knowing, and experiencing. I 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, I ask that everyone partner in a shared responsibility to build inclusion, equity, and respect of diversity. 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, I expect that as human service professionals, we will strive toward competency in meeting our clients' diverse needs and respecting all people.

Ethical Standards of Practice
Each MFT 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:

- Familiarity with and behavior in accordance with the AAMFT Code of Ethics at all times.
- Maintaining client confidentiality by never disclosing client names, identifying information, or discussing cases outside of the observation or supervision areas.
- Removing oneself from any involvement (observation of sessions, team participation, any inquiry about treatment or progress, etc.) in a case in which the student knows one or more of the clients.
- Maintaining 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.

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 Accessible Education Center, please see http://aec.uoregon.edu

Academic Misconduct Policy
All students are subject to the regulations stipulated in the UO Student Conduct Code (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.

Academic Honesty
Because you will be pulling together ideas and information from a range of different kinds of sources (including both popular press, the internet and scholarly journals) it is going to be very important that you summarize the main ideas in your own words, and attribute correctly any direct quotes or significant ideas from anyone else. Here is what the UO policy on academic dishonesty has to say about plagiarism on the Teaching Effectiveness Program's website: "Plagiarism is the inclusion of someone else's product, words, ideas, or data as one's own work. When a student submits work for credit that includes the product, words, ideas, or data of others, the source must be acknowledged by the use of complete, accurate, and specific references, such as footnotes. Expectations may vary slightly by discipline. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by
appropriate acknowledgements. On written assignments, if verbatim statements are included, the statements must be enclosed by quotation marks or set off from regular text as indented extracts.

A student will avoid being charged with plagiarism if there is an acknowledgement of indebtedness. Indebtedness must be acknowledged whenever:
1. One quotes another person's actual words or replicates all or part of another's product;
2. One uses another person's ideas, opinions, work, data, or theories, even if they are completely paraphrased in one's own words;
3. One borrows facts, statistics, or other illustrative materials--unless the information is common knowledge.

Unauthorized collaboration with others on papers or projects can inadvertently lead to a charge of plagiarism. If in doubt, consult the instructor or seek assistance from the staff of the Teaching and Learning Center (68 PLC, 346-3226). In addition, it is plagiarism to submit as your own any academic exercise (for example, written work, printing, computer program, art or design work, musical composition, and choreography) prepared totally or in part by another. Plagiarism also includes submitting work in which portions were substantially produced by someone acting as a tutor or editor.

(http://tep.uoregon.edu/workshops/teachertraining/learnercentered/syllabus/academicdishonesty.html)

Conflict Resolution
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. 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 Lauren Lindstrom, Associate Dean for Research and Academics, at 346-1399 or lindstrm@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/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) 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 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 on Blackboard or via email. During periods of inclement weather, please check Blackboard and 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.

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

Cell Phones & Laptops
Due to the fact that cell phones (e.g., text messaging, internet surfing) are disruptive to others in the classroom, cell phone use is prohibited during class time. Cell phones must be silenced and text messaging and cell phone internet access is not allowed during class. If you have an exceptional circumstance (e.g., ill family member), and need to be on standby for a possible cell phone call, please let me know and set your cell to vibrate and exit the classroom if you receive a call. If an alternate learning ability requires the use of a laptop, please contact me on the first day of class about this. Additionally, if you use a laptop to take notes during class, please seek the permission of those around you. Typing notes during class can be very disruptive for people sitting near you – be sure that those around you are not distracted by your note taking. Computer laptop internet surfing and/or chatting is prohibited during class.
<table>
<thead>
<tr>
<th>CLASS#</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENT DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/14</td>
<td>Class #1</td>
<td>Introductions to each other, the course, graduate school, and the CFT field; Review match process</td>
<td></td>
</tr>
<tr>
<td>10/15/14</td>
<td>Class #3</td>
<td>Social Constructionism &amp; Constructivism</td>
<td>@ Burr (2003) “Social constructionism” Ch. 1 &amp; 2  @ Glasserfeld (1984) “Introduction to radical constructivism”  @ Anderson &amp; Goolishan (1992) “The client is the expert”</td>
</tr>
<tr>
<td>10/22/14</td>
<td>Class #4</td>
<td>Communication Theory; Axioms of Communication; The Family as a System</td>
<td>@ Pragmatics Chs. 1-2  @ Jackson (1965) “The study of the family”</td>
</tr>
<tr>
<td>10/29/14</td>
<td>Class #5</td>
<td>Communication Theory; Family Stability and Change</td>
<td>@ Pragmatics Chs. 3-4  @ Jackson (1954) “The question of family homeostasis”</td>
</tr>
<tr>
<td>11/5/14</td>
<td>Class #6</td>
<td>Communication Theory; Application</td>
<td>@ Pragmatics Ch. 5  @ Jackson (1967) “Play, paradox, &amp; people”</td>
</tr>
<tr>
<td>11/12/14</td>
<td>Class #7</td>
<td>Communication Theory; Paradoxical Communication</td>
<td>@ Pragmatics Chs. 6-7  @ Jackson (1967) “Play, paradox, &amp; people”</td>
</tr>
<tr>
<td>11/19/14</td>
<td>Class #8</td>
<td>The Change Process; Integrating Systems Theory and Communications Theory into Practice</td>
<td>@ Jackson (1963) “The sick, the savage and the sane.”</td>
</tr>
<tr>
<td>11/26/14</td>
<td>Class #9</td>
<td>The Change Process; Feminist Perspective</td>
<td>@ Hardy (1995) “Embracing both/and.”  @ Knudson-Martin (2002) “Feminism in MFT, where has it led us?”  @ Goodwin, Kaestle, &amp; Piercy (2013) “An Exploration of Feminist Family Therapists”</td>
</tr>
<tr>
<td>12/3/14</td>
<td>Class #10</td>
<td>The Change Process</td>
<td>@ Fisch, Weakland, &amp; Segal (1982) “Therapist maneuverability”</td>
</tr>
</tbody>
</table>

© = reading is available via course reserves on blackboard

1 The course schedule is tentative. The instructor reserves the right to make adjustments as needed throughout the term. Students will be informed of any and all changes promptly via email, though changes will not reflect earlier due dates for assignments.
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.