Counseling Psychology and Human Services

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Programs in the Department of Counseling Psychology and Human Services educate and train professionals in counseling psychology, couples and family therapy, prevention science, and family and human services. Students are trained to effectively identify, prevent, and treat psychological and public health problems in children, adolescents, adults, and families. At the doctoral level, students extend scientific knowledge through research in collaboration with faculty mentors. Field placements, practicum placements, and internships at all levels of training provide students with opportunities to practice in schools, community agencies, and clinical and research settings under the supervision of faculty members, agency personnel, and collaborating scholars.

Faculty

Tiffany Brown, senior lecturer (self-harm, family dynamics of addiction, collegiate recovery communities). BS, 2002, MEd, 2005, Oregon; PhD, 2009, Texas Tech. (2011)

Elizabeth Budd, assistant professor (early chronic disease prevention, physical activity and healthy eating promotion, adolescent and community health). BS, 2005, Santa Clara; MPH, 2009, Saint Louis; PhD, 2016, Washington (St. Louis). (2016)

Krista Chronister, professor (domestic violence, career counseling, community intervention). BS, 1996, Florida; MS, 2000, PhD, 2003, Oregon. (2003)

Jessica Cronce, associate professor (health and risk behaviors among young adults, individual-focused prevention). BS, 1999, Washington (Seattle); MS, 2005, MPhil, 2006, PhD, 2009, Yale. (2015)

Nichole Kelly, assistant professor (obesity prevention and adolescent health, eating disorders, health promotion). BS, 2004, Virginia; PhD, 2013, Virginia Commonwealth. (2016)

Shoshana D. Kerewsky, senior lecturer (ethics; international services; lesbian, gay, bisexual, and transgender issues). BA, 1983, Swarthmore; MA, 1990, Lesley; PsyD, 1998, Antioch, New England. (1996)

Atika Khurana, associate professor (adolescent development and risk-taking, self-regulation and executive functions, family and ecological influences). BS, 2003, MS, 2005, Panjab; PhD, 2009, Ohio State. (2012)

Jean Kjellstrand, assistant professor (corrections-involved families, positive youth development, reentry and preventive interventions). BA, 1989, Carleton College; MSW, 1991, Wisconsin, Madison; PhD, 2009, Portland State. (2014)

Leslie Leve, professor (foster care, adoption, prevention science). BA. 1990, California, Santa Cruz; MS, 1991, PhD, 1995, Oregon. (2013)

Deanna Linville, associate professor (eating disorders and obesity intervention, couples issues). BA, 1997, MS, 2000, PhD, 2003, Virginia Polytechnic Institute and State University. (2003)

Benedict T. McWhirter, professor (adolescents at risk, college student development, connectedness). BA, 1986, Notre Dame; MC, 1988, PhD, 1992, Arizona State. (1997)

Ellen Hawley McWhirter, Ann Swindells Professor in Counseling Psychology (adolescent career development, empowerment, Latino youth academic success). BA, 1983, Notre Dame; MC, 1988, PhD, 1992, Arizona State. (1997)

Elizabeth Skowron, professor (early adversity and neurobehavioral systems of self-regulation in children and parents, differentiation of self, family interventions). BA, 1988, Ohio State; MS, 1991, PhD, 1995, State University of New York, Albany. (2012)

Tasia Smith, assistant professor (health disparities, prevention of obesity and depression, adolescence). BA, 2008, North Carolina, Chapel Hill; MS, 2010, North Carolina, Greensboro; PhD, 2016, Florida. (2016)

Elizabeth A. Stormshak, Philip H. Knight Chair; professor (prevention of delinquency, conduct problems, peer rejection). BA, 1988, Washington (Seattle); MS, 1992, PhD, 1995, Pennsylvania State. (1996)

Surendra Subramani, senior instructor (multicultural education and cross-cultural training, leadership and management, sociology of comparative education); diversity coordinator. BS, 1986, Oregon; MBA, 1993, Oregon State; PhD, 2000, Oregon. (2004)

Emily Tanner-Smith, associate professor (applied research methodology, meta-analysis, substance use and addiction). BS. 2003, Belmont; MA, 2007, PhD, 2009, Vanderbilt. (2017)

Jeff Todahl, associate professor (child abuse and neglect prevention, intimate partner violence, community engagement). BA, 1985, Western Washington; MS, 1989, Seattle Pacific; PhD, 1995, Florida State. (1999)

Karrie P. Walters, senior instructor (human services, child and family interventions, prevention and social justice). BA, 1996, North Texas; MA, 2001, Minnesota, Twin Cities; PhD, 2010, Oregon. (2010)

Courtesy

Joseph Arpaia, courtesy assistant professor (clinical hypnosis, autonomic nervous system, mediation and psychotherapy). BS, 1982, California Institute of Technology; MD, 1990, California, Irvine. (2005)

Philip A. Fisher, professor. See **Psychology**.

Richard D. Freund, courtesy assistant professor (research methods, community college counseling, cognitive therapy). BA, 1966, Brown; PhD, 1971, Stanford. (1975)

Lauren Lindstrom, professor (career development, youth with disabilities, gender equity). BS, 1985, MS, 1991, PhD, 2000, Oregon. (2000)

Emeriti

Henry F. Dizney, professor emeritus. BS, 1954, Southeast Missouri State; MEd, 1955, Wayne State; PhD, 1959, Iowa. (1967)

Gordon A. Dudley, associate professor emeritus. BA, 1956, Kalamazoo; MA, 1959, Colorado; EdD, 1971, Harvard. (1967)

Sally Fullerton, professor emerita. BS, 1956, Oregon State; MA, 1960, Cornell; PhD, 1970, Oregon. (1970)

Weston H. Morrill, professor emeritus. BS, 1960, MS, 1961, Brigham Young; PhD, 1966, Missouri, Columbia. (1990)

Janet Moursund, associate professor emerita. BA, 1958, Knox; MS, 1961, PhD, 1963, Wisconsin, Madison. (1967)

Anita Runyan, associate professor emerita. BS, 1956, Pacific Union; MS, 1968, PhD, 1972, Oregon. (1972)

The date in parentheses at the end of each entry is the first year on the University of Oregon faculty.

- **Bachelor of Arts**
- **Bachelor of Science**
- **Bachelor of Education**

Undergraduate Studies

Family and Human Services

Jessica Cronce, Major Director
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The family and human services major leads to a bachelor of arts (BA), bachelor of science (BS), or bachelor of education (BEd) degree. It is designed for students who want to help children, youth, adults, and families learn effective ways to meet the challenges in their lives. Participants gain a broad understanding of learning and development, prevention and intervention, professional communication, and agency policies and practices through a combination of course work and field experiences in human service agencies, preparing students to assume a variety of professional roles serving individuals and families in community, school, and other settings.

Careers

Graduates find work as entry-level professionals in a variety of community services and governmental agencies, and many pursue graduate work in disciplines such as counseling psychology, couple and family therapy, prevention science, education, special education, early intervention, agency management and leadership, social work, human development, and family studies.

Application Deadline

Students must formally apply to enter the family and human services major and are admitted on a competitive basis. Specific information about the admission deadline may be found on the College of Education website (https://education.uoregon.edu/family-and-human-services/admissions-0).

Admission Requirements

At the time of application, students should have

1. Completed 50–55 credits, with a cumulative GPA of 2.50
2. Demonstrated satisfactory progress toward completion of the university writing requirement and at least 8 credits in each of the general-education groups: arts and letters, social science, and science
3. Demonstrated competence in family and human services premajor core courses
4. Demonstrated experience (paid, volunteer, or credit) with children, youth, adults, and/or families

Those conditionally accepted into the major will be required to meet stated requirementsto be fully admitted into the program. Most students begin the program the fall of their junior year of college.

Premajor Core

Completion of all premajor core courses is a prerequisite for admission to the major. These core courses present various theories of community service, education, and societal issues relevant to developing professionals in the human services. Through core courses, students develop strategies for working with people based on research and practice, and learn how to use evaluation information to meet the needs of clients.

Professional Studies

Professional studies courses provide the foundational knowledge and skills necessary to practice as an entry-level human services professional. Topics include ethics, professional writing, research methods, public health, agency administration, and individual, group, and community prevention and intervention strategies and related helping skills, including case management.

Field Experiences

Students participate in supervised activities in public and private human services agencies and organizations. Typically, students gain field experience at three different agencies in junior year and have two or three terms of field experience at the same agency in senior year. A capstone project is completed in connection with field experience in the senior year.

Bachelor of Arts Degree Requirements

Code	Title	Credits
Premajor Core		
FHS 213	Issues for Children and Families	4
FHS 215	Exploring Family and Human Services	4
FHS 216	Diversity in Human Services	4
Professional Studies		
FHS 328	Human Development in the Family Context	4
FHS 330	Individual Interventions in Ecological Contexts	4
FHS 331	Group and Community Interventions	3
FHS 420	Research in Human Services	4
FHS 491	Junior Professional Practices and Issues I	3
FHS 492	Junior Professional Practices and Issues II	3
FHS 493	Junior Professional Practices and Issues III	3
or FHS 494	Senior Professional Practices and Issues	
FHS 495	Senior Professional Practices and Issues	3
Equity and Diversity and Professional Depth [1]		8-9
Field Experiences		
FHS 406	Special Problems: [Topic] (Beginning Field Studies I,II,III)	6
FHS 406	Special Problems: [Topic] (Advanced Field Studies I,II)	6
FHS 407	Seminar: [Topic] (Junior-Senior Supervision Issues) [2]	5-6
FHS 496	Senior Project Proposal	1

FHS 497	Senior Project	2
Total Credits		67-69

[1] Students must successfully complete a minimum of 4 credits in one or more courses that explicitly addresses the subject of **equity and diversity**, the purpose of which is to increase awareness of aspects of human diversity, equity, and social justice that are relevant to work in the human services. In addition, students must complete a minimum of 4 credtis in one or more courses from one of the following three categories:

1. **Research.** Courses in this category must provide training in research methodology, statistics, grant writing, or application of these skills to advance work in the human services.
2. **Prevention and intervention.** Courses in this category must address approaches to prevention and intervention relevant to careers in the human services or behaviors that are the focus of prevention and intervention in this context.
3. **Organization and public policy.** Courses in this category must address organizational structures or public policy processes relevant to work in the human services.

A list of courses offered by the university that meet the definitions above will be prepared each year and made available to students.

[2] Students are required to enroll in Seminar: [Topic] (FHS 407) for each term enrolled in Special Problems: [Topic] (FHS 406). A minimum of 5 credits are required to graduate.

Bachelor of Science Degree Requirements

Code	Title	Credits
Premajor Core		
FHS 213	Issues for Children and Families	4
FHS 215	Exploring Family and Human Services	4
FHS 216	Diversity in Human Services	4
Professional Studies		
FHS 328	Human Development in the Family Context	4
FHS 330	Individual Interventions in Ecological Contexts	4
FHS 331	Group and Community Interventions	3
FHS 420	Research in Human Services	4
FHS 491	Junior Professional Practices and Issues I	3
FHS 492	Junior Professional Practices and Issues II	3
FHS 493	Junior Professional Practices and Issues III	3
or FHS 494	Senior Professional Practices and Issues	
FHS 495	Senior Professional Practices and Issues	3
Equity and Diversity and Professional Depth [1]		8-9
Field Experiences		
FHS 406	Special Problems: [Topic] (Beginning Field Studies I,II,III)	6
FHS 406	Special Problems: [Topic] (Advanced Field Studies I,II)	6
FHS 407	Seminar: [Topic] (Junior-Senior Supervision Issues) [2]	5-6
FHS 496	Senior Project Proposal	1
FHS 497	Senior Project	2
Total Credits		67-69

[1] Students must successfully complete a minimum of 4 credits in one or more courses that explicitly addresses the subject of **equity and diversity**, the purpose of which is to increase awareness of aspects of human diversity, equity, and social justice that are relevant to work in the human services. In addition, students must complete a minimum of 4 credtis in one or more courses from one of the following three categories:

1. **Research.** Courses in this category must provide training in research methodology, statistics, grant writing, or application of these skills to advance work in the human services.
2. **Prevention and intervention.** Courses in this category must address approaches to prevention and intervention relevant to careers in the human services or behaviors that are the focus of prevention and intervention in this context.
3. **Organization and public policy.** Courses in this category must address organizational structures or public policy processes relevant to work in the human services.

A list of courses offered by the university that meet the definitions above will be prepared each year and made available to students.

[2] Students are required to enroll in Seminar: [Topic] (FHS 407) for each term enrolled in Special Problems: [Topic] (FHS 406). A minimum of 5 credits are required to graduate.

Bachelor of Education Degree Requirements

Code	Title	Credits
Premajor Core		
FHS 213	Issues for Children and Families	4
FHS 215	Exploring Family and Human Services	4
FHS 216	Diversity in Human Services	4
Professional Studies		
FHS 328	Human Development in the Family Context	4
FHS 330	Individual Interventions in Ecological Contexts	4
FHS 331	Group and Community Interventions	3
FHS 420	Research in Human Services	4
FHS 491	Junior Professional Practices and Issues I	3
FHS 492	Junior Professional Practices and Issues II	3
FHS 493	Junior Professional Practices and Issues III	3
or FHS 494	Senior Professional Practices and Issues	
FHS 495	Senior Professional Practices and Issues	3
Equity and Diversity and Professional Depth [1]		8-9
Field Experiences		
FHS 406	Special Problems: [Topic] (Beginning Field Studies I,II,III)	6
FHS 406	Special Problems: [Topic] (Advanced Field Studies I,II)	6
FHS 407	Seminar: [Topic] (Junior-Senior Supervision Issues) [2]	5-6
FHS 496	Senior Project Proposal	1
FHS 497	Senior Project	2
Total Credits		67-69

[1] Students must successfully complete a minimum of 4 credits in one or more courses that explicitly addresses the subject of **equity and diversity**, the purpose of which is to increase awareness of aspects of human diversity, equity, and social justice that are relevant to work in the human services. In addition, students must complete a minimum of 4 credtis in one or more courses from one of the following three categories:

1. **Research.** Courses in this category must provide training in research methodology, statistics, grant writing, or application of these skills to advance work in the human services.
2. **Prevention and intervention.** Courses in this category must address approaches to prevention and intervention relevant to careers in the human services or behaviors that are the focus of prevention and intervention in this context.
3. **Organization and public policy.** Courses in this category must address organizational structures or public policy processes relevant to work in the human services.

A list of courses offered by the university that meet the definitions above will be prepared each year and made available to students.

[2] Students are required to enroll in Seminar: [Topic] (FHS 407) for each term enrolled in Special Problems: [Topic] (FHS 406). A minimum of 5 credits are required to graduate.

Four-Year Degree Plan

The degree plan shown is only a sample of how students may complete their degrees in four years. There are alternative ways. Students should consult their advisor to determine the best path for them.

In addition to required course work, those working toward all degrees listed below must participate in work or volunteer experiences related to human services and maintain a cumulative grade point average (GPA) of 2.50 or better.

Bachelor of Arts in Family and Human Services

Course	Title		Credits Milestones
First Year			
Fall			
First term of first-year second-language sequence		Must earn a grade of P or C– or better	4
WR 121	College Composition I		4
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4
Elective course			3
	Credits		15
Winter			
Second term of first-year second-language sequence		Must earn a grade of P or C– or better	4
WR 122 or WR 123	College Composition II or College Composition III		4
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4
Elective course			3
	Credits		15
Spring			
Third term of first-year second-language sequence		Must earn a grade of P or C– or better	4
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4
General-education course in arts and letters			4
General-education course in science			4
	Credits		16
	Total Credits		46

Course	Title		Credits Milestones
Second Year			
Fall			
First term of second-year second-language sequence		Must earn a grade of P or C– or better	4
General-education course in arts and letters			4
General-education course in social science			4
General-education course in science			4
Prepare application for admission to the family and human services major			
	Credits		16
Winter			
Second term of second-year second-language sequence		Must earn a grade of P or C– or better	4
General-education course in arts and letters			4
General-education course in social science			4
General-education course in science			4
Submit application for admission to the family and human services major			
	Credits		16
Spring			
Third term of second-year second-language sequence		Must earn a grade of P or C– or better	4
General-education course in arts and letters			4
General-education course in social science			4
General-education course in science			4

Complete all specified family and human services major admission requirements

	Credits	16
	Total Credits	48

Course	Title	Credits	Milestones
Third Year			
Fall			
FHS 328	Human Development in the Family Context	4	
FHS 330	Individual Interventions in Ecological Contexts	4	
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 491	Junior Professional Practices and Issues I	3	
	Credits	14	
Winter			
FHS 331	Group and Community Interventions	3	
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 420	Research in Human Services	4	
FHS 492	Junior Professional Practices and Issues II	3	
	Credits	13	
Spring			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 493 or FHS 494	Junior Professional Practices and Issues III or Senior Professional Practices and Issues	3	
General-education course that also satisfies a multicultural requirement (American cultures or international cultures)		4	
Elective course		4	
	Credits	14	
	Total Credits	41	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 496	Senior Project Proposal	1	
Upper-division elective courses		8	
Elective course		3	
	Credits	15	
Winter			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 495	Senior Professional Practices and Issues	3	
Elective courses		8	
Complete application for graduation on DuckWeb			
	Credits	14	
Spring			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 497	Senior Project	2	
Upper-division elective courses		8	
	Credits	13	
	Total Credits	42	

Bachelor of Science in Family and Human Services

Course	Title		Credits	Milestones
First Year				
Fall				
WR 121	College Composition I		4	
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4	
General-education course in arts and letters			4	
Elective course			4	
	Credits		16	
Winter				
WR 122 or WR 123	College Composition II or College Composition III		4	
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4	
General-education course in science			4	
Elective course			4	
	Credits		16	
Spring				
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4	
General-education course in arts and letters			4	
General-education course in science			4	
Elective course			4	
	Credits		16	
	Total Credits		48	

Course	Title		Credits Milestones
Second Year			
Fall			
Mathematics course		Must earn a grade of P or C– or better	4
General-education course in social science			4
General-education course in science			4
General-education course that also satisfies a multicultural requirement (American cultures or international cultures)			4
Prepare application for admission to the family and human services major			
	Credits		16
Winter			
Mathematics course		Must earn a grade of P or C– or better	4
General-education course in arts and letters			4
General-education course in social science			4
Elective course			4
Submit application for admission to the family and human services major			
	Credits		16
Spring			
Mathematics course		Must earn a grade of P or C– or better	4
General-education course in arts and letters			4
General-education course in social science			4
General-education course in science			4
Complete all specified family and human services major admission requirements			
	Credits		16
	Total Credits		48

Course	Title	Credits Milestones
Third Year		
Fall		
FHS 328	Human Development in the Family Context	4
FHS 330	Individual Interventions in Ecological Contexts	4
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 491	Junior Professional Practices and Issues I	3
	Credits	14
Winter		
FHS 331	Group and Community Interventions	3
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 420	Research in Human Services	4
FHS 492	Junior Professional Practices and Issues II	3
	Credits	13
Spring		
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 493 or FHS 494	Junior Professional Practices and Issues III or Senior Professional Practices and Issues	3
Elective courses		8
	Credits	14
	Total Credits	41

Course	Title	Credits Milestones
Fourth Year		
Fall		
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 496	Senior Project Proposal	1
Upper-division elective courses		8
Elective course		4
	Credits	16
Winter		
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 495	Senior Professional Practices and Issues	3
Elective courses		8
Complete Application for Graduation on DuckWeb		
	Credits	14
Spring		
FHS 406	Special Problems: [Topic]	2
FHS 407	Seminar: [Topic]	1
FHS 497	Senior Project	2
Upper-division elective courses		8
	Credits	13
	Total Credits	43

Bachelor of Education in Family and Human Services

Course	Title		Credits Milestones
First Year			
Fall			
WR 121	College Composition I		4
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4
General-education course in arts and letters			4

Elective course			4
	Credits		16
Winter			
WR 122 or WR 123	College Composition II or College Composition III		4
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4
General-education course in science			4
Elective course			4
	Credits		16
Spring			
Multicultural course in American cultures or international cultures			4
FHS 213 or FHS 215 or FHS 216	Issues for Children and Families or Exploring Family and Human Services or Diversity in Human Services	Must be taken graded and must earn a C– or better	4
General-education course in arts and letters			4
Elective course			4
	Credits		16
	Total Credits		48

Course	Title	Credits	Milestones
Second Year			
Fall			
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
Elective course		4	
Prepare application for admission to the family and human services major			
	Credits	16	
Winter			
General-education course in arts and letters		4	
General-education course in social science		4	
General-education course in science		4	
Elective course		4	
Submit application for admission to the family and human services major			
	Credits	16	
Spring			
General-education course in social science		4	
General-education course in science		4	
Elective courses		8	
Complete all specified family and human services major admission requirements			
	Credits	16	
	Total Credits	48	

Course	Title	Credits	Milestones
Third Year			
Fall			
FHS 328	Human Development in the Family Context	4	
FHS 330	Individual Interventions in Ecological Contexts	4	
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 491	Junior Professional Practices and Issues I	3	
	Credits	14	
Winter			
FHS 331	Group and Community Interventions	3	
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 420	Research in Human Services	4	
FHS 492	Junior Professional Practices and Issues II	3	
	Credits	13	
Spring			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 493 or FHS 494	Junior Professional Practices and Issues III or Senior Professional Practices and Issues	3	
Elective courses		8	
	Credits	14	
	Total Credits	41	

Course	Title	Credits	Milestones
Fourth Year			
Fall			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 496	Senior Project Proposal	1	
Upper-division elective courses		8	
Elective course		4	
	Credits	16	
Winter			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 495	Senior Professional Practices and Issues	3	
Elective courses		8	
Complete application for graduation on DuckWeb			
	Credits	14	
Spring			
FHS 406	Special Problems: [Topic]	2	
FHS 407	Seminar: [Topic]	1	
FHS 497	Senior Project	2	

Upper-division elective courses	8
Credits	13
Total Credits	43

- **Master of Arts**
- **Master of Science**
- **Master of Education**
- **Doctor of Philosophy in Counseling Psychology**
- **Doctor of Philosophy in Prevention Science**

Graduate Studies

The department offers master's degrees with majors in counseling, family, and human services, couples and family therapy, and prevention science. The department also offers doctoral degrees with majors in counseling psychology and prevention science. The department's faculty also provides courses for other College of Education and university programs.

Master's Degrees in Counseling, Family, and Human Services

The counseling, family, and human services major leads to a master of arts (MA), master of science (MS), or master of education (MEd) degree, awarded to doctoral students on their path to completing the doctoral degree. The program does not accept independent masters' students.

Master of Arts Degree Requirements

Code	Title	Credits
Psychological foundations		15
Research competencies		20
Practitioner competencies		54
Professional competencies		7
Elective courses and seminars		18
Total Credits		114

Additional Requirement

The candidate must demonstrate proficiency in a second language.

Master of Science Degree Requirements

Code	Title	Credits
Psychological foundations		15
Research competencies		20
Practitioner competencies		54
Professional competencies		7
Elective courses and seminars		18
Total Credits		114

The MA and MS degrees are earned by enrolled doctoral candidates who meet the requirements as they complete a PhD degree. Some graduate courses taken at another accredited institution may be applied to the requirements.

Master of Education Degree Requirements

Code	Title	Credits
Psychological foundations		15
Research competencies		20
Practitioner competencies		54
Professional competencies		7
Elective courses and seminars		18
Total Credits		114

Master's Degrees in Prevention Science

Atika Khurana, **Program Director**
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The prevention science major leads to a master of science (MS) or master of education (MEd) degree.

Program Goals and Competencies

Goals

- **Goal 1**. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies for diverse populations
- **Goal 2**. Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice
- **Goal 3**. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
- **Goal 4**. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners in diverse settings

Competencies

Learning objectives for the prevention science graduate programs focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

- **Competency 1**. Students describe the origins, foundations, and standards of prevention science (Goal 2)
- **Competency 2**. Students design and carry out theoretically grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan (Goal 1, 2, 3)
- **Competency 3**. Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions (Goal 1, 2, 3, 4)
- **Competency 4**. Students integrate knowledge of research design, quantitative methods, data analysis, and multimethod, multiagent assessment methods commonly used in prevention science into their research activities (Goal 2)
- **Competency 5**. Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
- **Competency 6**. Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior (Goal 1, 3, 4)

- **Competency 7**. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
- **Competency 8**. Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., American Psychological Association ethical standards) (Goal 4)

Application and Admission

Students are admitted to start fall term only. Prospective applicants may find detailed admission policies and procedures on the UO prevention science website (https://education.uoregon.edu/program/prevention-science). The closing date for receipt of completed applications is posted on the website for entry the following fall term.

Applicants are evaluated on the following:

1. Academic record
2. Graduate Record Examinations (GRE) general test scores (for MS students only)
3. Related research and work experiences
4. Statement of purpose in seeking admission
5. Letters of recommendation
6. Interview—in-person, telephone, or video—with a member of the program faculty

Only completed applications are reviewed. Applicants must gather the requested supporting materials and submit them as indicated on the application portal. MEd students complete a capstone project and MS students complete a research paper as part of their graduate training.

Master of Science

The two-year MS degree in prevention science is intended for students who have completed a bachelor's degree in a prevention science–related discipline or have human development, psychology, education, or prevention science experience, and an interest in advanced training in statistics-methodology and research beyond what is offered in the one-year MEd program. Students applying to the MS are likely to have clearly defined academic goals and seek more in-depth scientific and methodological training in prevention science and program evaluation. This masters' degree option provides greater opportunities for students to develop long-term collaborations in research centers and with faculty members in the College of Education, but does not require the commitment involved in completing the PhD.

Requirements

Code	Title	Credits
Seven courses in psychological foundations		22
Five courses in research methods and statistics		20
Research courses		14
Elective courses		9
Total Credits		65

Master of Education

The one-year MEd degree in prevention science is primarily intended for

- students who have completed a bachelor's degree in a prevention science–related discipline or have human development, psychology, education, or prevention science experience, are currently working in the profession, and wish to enhance their education to improve their career opportunities in the field
- students who wish to refocus their education from a nonscience or noneducation bachelor's background, such as a humanities undergraduate degree, to gain training and skill development relevant to prevention science, program evaluation, and research in the human services professions for future career or academic study interests
- students who are considering pursuing doctoral study or additional applied master's training and wish to improve their content knowledge and research skills to make themselves more competitive for other, more advanced graduate programs

Requirements

Code	Title	Credits
Four courses in psychological foundations		12
Three courses in research methods and statistics		12
Elective courses		15
Additional courses		6
Total Credits		45

Couples and Family Therapy

Deanna Linville-Knobelspiesse, Program Director
240 HEDCO Education Building
541-346-0921

This two-year program trains students as professional family therapists in preparation for state licensure. This intensive training combines a strong theoretical base in systemic therapy with applied clinical experience. Students learn how to provide culturally sensitive and responsive therapeutic services and collaborate with providers from other disciplines across a variety of health-care settings.

The clinical practicum includes 500 client contact hours with 200 hours in relational systems (50 percent with couples or families) and 80 hours of individual and group supervision. Supervision at the Center for Healthy Relationships involves live observation, participation in reflecting teams, and feedback on audiovisual recordings of therapy sessions. In addition, students see clients at community agencies, clinics, and therapist practices. The Couples and Family Therapy Program is one of two programs in Oregon to be accredited by the Commission on Accreditation for Marriage and Family Therapy Education and approved by the Oregon Board of Licensed Professional Counselors and Therapists. Students of the program also have the option to complete a research project and formal thesis as well as the Spanish language specialization in addition to the standard program of courses.

Application and Admission

Detailed admission policies and procedures for the couples and family therapy specialization are available on the couples and family therapy website. Students are admitted fall term only. Completed applications must be received by the deadline published on the website for the

following fall term. Only completed applications are reviewed for admission. Applicants are evaluated on the following:

1. Quality of work
2. Graduate Record Examinations (GRE) or Millers Analogies Test (MAT) scores
3. Related work, background, or experience
4. Résumé with statement of purpose
5. Diversity essay response
6. Three letters of recommendation
7. An interview

Notices about disposition of applications are mailed by April 15.

Applicants must pass a criminal background check before they may enroll.

Code	Title	Credits
Theoretical foundations		19
Individual and family development		25
Research competencies		4
Professional ethics		4
Clinical practice		28
Additional courses		10
Total Credits		90

Doctoral Degree in Counseling Psychology

Benedict T. McWhirter, Program Director
240 HEDCO Education Building
541-346-2443

The doctoral program is the only counseling psychology program in the Pacific Northwest that is accredited by the American Psychological Association Commission on Accreditation (750 First Street NE, Washington, DC 20002-4242, 202-336-5979), and it is recognized as acceptable for licensure by the Oregon Board of Psychologist Examiners. The program has been accredited since 1955.

Earning a doctoral degree in counseling psychology typically requires five to six years of study beyond the bachelor's degree. This period includes a one-year, full-time, supervised predoctoral internship. Students must complete a PhD dissertation that demonstrates a high standard of scholarship and the ability to conduct independent, original research. Students may enter the program with a bachelor's or a master's degree.

The program follows an ecological model of training embedded in the scientist-practitioner tradition. Students learn to use evidence-based preventive and remedial intervention strategies for working with individuals, children, families, and groups within their many contexts. This includes training in culturally sensitive assessment and intervention strategies designed to increase understanding and effect change at all levels. Students engage in critical reflection on the science and practice of health service psychology and social justice advocacy as core to their training.

The doctoral program prepares health service psychologists specializing in counseling psychology who can make a significant contribution to the field through scholarly research and professional practice. Students participate in integrated classroom, practicum, and fieldwork activities in research, prevention, and intervention with children and adults, families, groups, and communities. Training experience may be had at the UO Counseling Center, Oregon State University Counseling and Psychological Services, Lane Community College Counseling Department, UO Prevention Science Institute, and in community agencies or nonprofit research centers.

Graduates are prepared to work as researchers, practitioners, and educators in research institutions, institutions of higher education, medical settings, managed and integrated health-care organizations, community college and university counseling centers, community mental health centers, juvenile corrections agencies, human resources departments in business, and career counseling agencies.

PhD Requirements

Code	Title	Credits
Courses in psychological foundations and discipline-specific knowledge		24
Courses in research methods, design, statistics, and measurement		48
CPSY 603	Dissertation	18
Practitioner competencies		57
Professional competencies		12
Additional courses		6
Total Credits		165

Application and Admission

Students are admitted fall term only. Prospective applicants may find detailed admission policies and procedures on the counseling psychology website (https://education.uoregon.edu/program/prevention-science). The closing date for receipt of completed applications is posted on the website for entry the following fall term. Notices about the disposition of applications are e-mailed by April 15.

Applicants are evaluated on the following:

1. Academic record
2. Graduate Record Examinations (GRE) general test scores
3. Related work, research, and life experiences
4. Statement of purpose in seeking admission
5. Letters of recommendation
6. An interview

Only completed applications are reviewed. The application process is online only; see the website for procedures.

Graduate training includes research training, completion of a predissertation research project, and completion of a dissertation as well as practicum and internship placements in which students work with children and adults, families, groups, and communities.

Doctoral Degree in Prevention Science

Atika Khurana, Program Director
369 HEDCO Education Building
541-346-5540

The doctoral program leads to a doctor of philosophy (PhD) degree in prevention science. This research-intensive degree program can be completed in four years, with students earning an MS en route to the PhD. This program is intended for students who have completed a bachelor's or master's degree in a prevention science–related discipline or have significant human development, psychology, social science,

education, or prevention science experience. Students must complete a PhD dissertation that demonstrates a high standard of scholarship and the ability to conduct independent, original research.

Program Goals and Competencies

Goals

- **Goal 1**. Graduates describe theoretical models, risk and protective factors, preventive interventions (especially evidence-based ones), and implementation practices related to prevention programs and policies for diverse populations
- **Goal 2**. Graduates understand and adhere to the standards of knowledge for prevention science, including best practices in research design and methods, data analysis, interpretation, dissemination and rigorous ethical practice
- **Goal 3**. Graduates commit to multicultural competence and enhancing human welfare in their scholarly work related to prevention science
- **Goal 4**. Graduates display professionalism in their relationships with faculty and staff members, peers, and community partners in diverse settings

Competencies

Learning objectives for the prevention science graduate programs focus on preparing students to achieve the following set of minimum competencies that accompany the stated program goals:

- **Competency 1**. Students describe the origins, foundations, and standards of prevention science (Goal 2)
- **Competency 2**. Students design and carry out theoretically grounded research studies that contribute to the literature on risk and protective factors, and identify their mechanisms of influence associated with behavioral health outcomes across the lifespan (Goal 1, 2, 3)
- **Competency 3**. Students demonstrate knowledge of evidence-based preventive interventions and policies and understand how to apply prevention science theories to the design, implementation, and evaluation of preventive interventions (Goal 1, 2, 3, 4)
- **Competency 4**. Students integrate knowledge of research design, quantitative methods, data analysis, and multimethod, multiagent assessment methods commonly used in prevention science into their research activities (Goal 2)
- **Competency 5**. Students demonstrate skill in disseminating their work to diverse audiences via formal academic presentations, instructional activities, and professional or academic writing (Goal 1, 2, 3, 4)
- **Competency 6**. Students demonstrate awareness and understanding of diversity and contextual issues such as culture, identity, ethnicity, gender, sexual orientation, disability, marginalization, poverty, inequality, and religion in their research, applied activities, and professional behavior (Goal 1, 3, 4)
- **Competency 7**. Students indicate a commitment to continuous learning and professional development by establishing and maintaining effective professional relationships with faculty members, research and teaching supervisors, collaborators, participants, agency personnel, peers, and staff, and being responsive to constructive feedback (Goal 4)
- **Competency 8**. Students demonstrate honesty, personal responsibility, and knowledge and appropriate application of relevant ethical and legal codes related to prevention science (e.g., American Psychological Association ethical standards) (Goal 4)

The course work lays a solid foundation for students interested in careers in academia or local, state, or national prevention and public health agencies.

PhD Requirements

Code	Title	Credits
Nine courses in psychological foundations		30
Eight courses in doctoral-level research methods and statistics		32
Research		4
Specialty area courses		9
Dissertation course		18
Research seminar		8
Grant-writing course		3
Supervised college teaching course		1
Total Credits		105

Application and Admission

Students are admitted fall term only. Prospective applicants may find detailed admission policies and procedures on the prevention science website (https://education.uoregon.edu/program/prevention-science). The closing date for receipt of completed applications is posted on the website for entry the following fall term.

Applicants are evaluated on the following:

1. Academic record
2. Graduate Record Examinations (GRE) general test scores
3. Prevention-related research and work experiences
4. Statement of purpose in seeking admission
5. Letters of recommendation
6. Interview—in-person, telephone, or video—with a member of the program faculty

Only completed applications are reviewed. Applicants must gather the requested supporting papers and submit them with the application forms as one package. Graduate training includes completion of a research paper and a dissertation.

Specialization in Spanish Language Psychological Service and Research

Ellen McWhirter, Director
240 HEDCO Education Building
541-346-2443

The 16-credit Spanish language psychological service and research specialization addresses the deficit in family-centered prevention services for the Spanish-speaking Latino community. It is open to students enrolled in the accredited graduate programs of counseling psychology, couples and family therapy, and school psychology who also meet the eligibility criteria. The specialization provides students with skills to support the provision of culturally relevant mental health services and research in Spanish for Latino populations. It is designed to enhance preexisting linguistic and multicultural competencies and increase cultural understanding of US Spanish-speaking populations. Students critically assess the unique social, historical, political, and cultural contexts that shape the experiences of Latinos in the United States, with particular attention to conditions of social injustice and inequity, and how such

conditions influence the health and well-being of Latino Spanish-speaking communities.

Eligibility for this specialization includes maintaining good standing in one of the three specified College of Education graduate programs focused on mental health services, approval from the student's advisor and the director of the specialization, and preexisting competencies in Spanish.

Requirements

Code	Title	Credits
CPSY 612	Professional Ethics	3
CPSY 615	Counseling Diverse Populations	4
CPSY 626	Psychological Services for Latinos	2
CPSY 508	Workshop: [Topic] (Topics in Latino Mental Health)	3
CPSY 609	Practicum: [Topic] (three terms)	3
CPSY 609	Practicum: [Topic] [1]	1
or CFT 609	Practicum: [Topic]	
or SPSY 609	Practicum: [Topic]	
Total Credits		16

[1] A practicum or externship in the student's major in which the student performs clinical work with Spanish-speaking clients.

Additional Requirements

Students must participate in 20 hours (minimum) of continuous learning experiences and educational-cultural events, complete a capstone project, and maintain good standing in the departmental graduate program.

Counseling Psychology Courses

CPSY 198. Workshop: [Topic]. 1-2 Credits.
Repeatable.

CPSY 199. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

CPSY 217. Foundations of Student Health and Well-Being. 3 Credits.
Presents the risks and protective factors for college students during the developmental stage of emerging adulthood, and strategies for reducing risk and enhancing well-being.

CPSY 401. Research. 1-5 Credits.
Repeatable.

CPSY 404. Internship: [Topic]. 1-12 Credits.
Repeatable.

CPSY 405. Reading and Conference: [Topic]. 1-21 Credits.
Repeatable.

CPSY 406. Special Problems: [Topic]. 1-21 Credits.
Repeatable.

CPSY 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CPSY 408. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CPSY 409. Practicum: [Topic]. 1-21 Credits.
Repeatable.

CPSY 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CPSY 417. Introduction to Counseling Psychology Profession. 2 Credits.
An examination of counseling psychology as a specialty that emphasizes multicultural approaches to serving individuals, families, and groups through clinical practice and research.

CPSY 420. Positive Psychology. 2 Credits.
Introduction to the field of positive psychology, the scientific study of human strengths and virtues that contribute to meaning and well-being.

CPSY 503. Thesis. 1-16 Credits.
Repeatable.

CPSY 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CPSY 508. Workshop: [Topic]. 1-21 Credits.
Repeatable.

CPSY 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CPSY 601. Research: [Topic]. 1-16 Credits.
Repeatable.

CPSY 602. Supervised College Teaching. 1-5 Credits.
Repeatable.

CPSY 603. Dissertation. 1-16 Credits.
Repeatable.

CPSY 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

CPSY 606. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

CPSY 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CPSY 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

CPSY 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

CPSY 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable. Ecological Bases of Behavior is a current topic.

CPSY 611. Ethics Discussion for Counseling Psychology. 1 Credit.
Focuses on current ethical standards of professional practice for psychologists and Oregon's legal requirements, applied to roles and settings of counseling psychologists.

CPSY 612. Professional Ethics. 3 Credits.
Ethical and legal concerns in the professional practice of psychology. Ethical theory and decision-making processes; legal aspects of client-psychologist relationships.

CPSY 613. Introduction to Counseling Psychology. 3 Credits.
Historical foundations of counseling psychology. Major theories and theorists. Counseling as an ecological and context-sensitive interactive process. Settings and roles of the profession.

CPSY 614. Theories of Counseling. 3 Credits.
Overview of selected historical and current counseling theories.

CPSY 615. Counseling Diverse Populations. 4 Credits.
Influence of gender, race, ethnicity, and other factors related to diverse populations on the identity-formation process in contemporary society. Applications to counseling psychology.

CPSY 617. Theories of Career Development. 3 Credits.
Addresses life-span career development including issues, concepts, and definitions; theories of career development and choice; intervention in strategies; and career resources in the context of a multicultural society.

CPSY 621. Lifespan Developmental Psychology. 3 Credits.
Understanding continuity and change in human development and the ways in which the development of children, adolescents, and adults can be enhanced. Repeatable once for a maximum of 6 credits.

CPSY 622. Psychological Assessment II. 4 Credits.
Selection and administration of instruments and procedures for generating personality and career assessment reports. Emphasizes the integration of assessment into the intervention planning process. Includes laboratory.

CPSY 626. Psychological Services for Latinos. 2 Credits.
Provide graduate students with content specific to carrying out human services work and research with those who are Latino and/or Spanish-speaking.

CPSY 642. Child-Family Interventions. 4 Credits.
Empirically oriented interventions with children and families, ranging from early childhood through adolescence. Integrates developmental and intervention sciences.

CPSY 645. Health Promotion and Equity. 3 Credits.
This course introduces theoretical and empirical work in prevention-focused health psychology, integrating cultural, developmental, and community psychology concepts as they pertain to health related behaviors.

CPSY 651. Advanced Individual Counseling Intervention. 3 Credits.
Focuses on applying interpersonal process and problem-management approaches to individual counseling and psychotherapy; using assessment information in treatment planning.

CPSY 654. Supervision and Consultation. 4 Credits.
Focuses on didactic knowledge of supervision theory, research, models of practice, and evidence-based practices in supervision and consultation and acquisition of supervision and consultation skills. Students refine their knowledge of supervision theory, research, and techniques and integrate these into supervision and consultation activities.

CPSY 704. Internship: [Topic]. 1-15 Credits.
Repeatable.

CPSY 706. Special Problems: [Topic]. 1-16 Credits.
Repeatable.

CPSY 708. Special Topics: [Topic]. 1-16 Credits.
Repeatable.

CPSY 709. Practicum: [Topic]. 1-16 Credits.
Repeatable.

Couples and Family Therapy Courses

CFT 401. Research: [Topic]. 1-5 Credits.
Repeatable.

CFT 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CFT 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CFT 412. Healthy Relationships. 3 Credits.
Addresses the knowledge, skills, and behaviors associated with engaging in healthy relationships.

CFT 503. Thesis. 1-16 Credits.
Repeatable.

CFT 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CFT 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CFT 512. Healthy Relationships. 3 Credits.
Addresses the knowledge, skills, and behaviors associated with engaging in healthy relationships.

CFT 601. Research: [Topic]. 1-16 Credits.
A current topic is Methods.

CFT 605. Reading and Conference: [Topic]. 1-16 Credits.
Repeatable.

CFT 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

CFT 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

CFT 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

CFT 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

CFT 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

CFT 612. Parenting Interventions. 3 Credits.
Examines evidence-based practices for parenting children and adolescents, including trauma-focused parenting strategies.

CFT 614. Child Mental Health and Diagnosis. 4 Credits.
Emphasizes the etiology, nosology, phenomenology, and diagnosis of mental health disorders in children. Examines social and cultural assumptions about "normal"versus "pathological" behavior, cognition, and emotion.

CFT 615. Introduction to Marriage Family Therapy. 3 Credits.
Surveys the distinct disciplines of marriage and family therapy.

CFT 616. Systems Theory Foundations. 3 Credits.
Surveys macro theories and their relationship to families and family therapy with emphasis on systems, communications, and ecological theories.

CFT 620. Mental Health and Diagnosis. 3 Credits.
Study of maladaptive behavior, treatment, and prevention emphasizing the integrative contributions of biological, behavior, cognitive, psychodynamic, humanist-existential, and community perspectives, including the "Diagnostic and Statistical Manual of Mental Disorders."

CFT 621. Ethics Discussion. 1 Credit.
Provides an opportunity to more fully examine and discuss ethical and legal considerations for couples and family therapists with emphasis on relational-systemic elements of ethical decision-making.

CFT 622. Relational Assessment. 1 Credit.
Examines evidence-based practices for assessment in couples therapy. Integrates systems and communication theory with emerging contextual and behavior-assessment models.

CFT 624. Group Psychotherapy. 3 Credits.
Presents basic elements of group process; includes introduction to group work, guidelines for multicultural practice, ethical and professional issues in group practice, and group leadership.

CFT 625. Violence, Trauma, and Healing. 4 Credits.
Theories and research on the acceleration and cessation of violence in the family and assessment of responses to violent family behaviors and to perpetrators, survivors, and families.

CFT 626. Relational Sex Therapy. 3 Credits.
Increases understanding and clinical abilities for working with couples; special emphasis on the role of intimacy and sexual relationships.

CFT 627. Advanced Theories in Relational Therapy. 4 Credits.
Studies theories and models of couples and family therapy; self-evaluation of clinical work. Examines integration, specifically the "metaframeworks" model,solution-focused therapy, and emotionally focused therapy.

CFT 628. Addiction and Recovery. 4 Credits.
Increases the conceptual understanding and skills of family therapists working with contemporary issues; emphasis on addictions and addiction recovery.

CFT 629. Intimate Partner Therapy. 4 Credits.
Application of systems theory to problems within relationships and their resolution. Includes research findings, assessment, motivation, change, content and process, ethics, and social-macro considerations.

CFT 630. Wellness and Spirituality. 3 Credits.
Provides an understanding of existential issues, spirituality, and wellness. Working with clients' life-cycle stages and health-stress issues; resources to promote wellness.

CFT 632. Medical Family Therapy. 4 Credits.
Introduction to the theory, fundamentals, and practical applications of medical family therapy.

Family and Human Services Courses

FHS 199. . 1-5 Credits.

FHS 213. Issues for Children and Families. 4 Credits.
Examines issues and problems confronting children and families in modern society. Issues such as disability, poverty, health care, addictions, racism, and violence are addressed.

FHS 215. Exploring Family and Human Services. 4 Credits.
Explores the historic basis and current design of family and human services. Emphasizes services to children, youth, adults, and families.

FHS 216. Diversity in Human Services. 4 Credits.
Provides glimpses into various social groups and the rudimentary knowledge, awareness, and skills required to function effectively as a social-service worker within diverse populations.

FHS 320. Instructional Methods in Early Childhood I. 1 Credit.
Explores an array of knowledge- and evidenced-based practices that ensure excellence in teaching young children.

FHS 321. Instructional Methods in Early Childhood II. 1 Credit.
Explores communication, language, and social emotional development in young children. Teaching strategies for infants, toddlers, and preschoolers in early childhood settings that promote social communication.

FHS 322. Instructional Methods in Early Childhood III. 1 Credit.
Explores early literacy, print awareness, group reading, evaluation of children’s books, and literacy for dual-language learners.

FHS 327. Organizational Issues in Human Services. 4 Credits.
Theories and policies on the organization of human services. Emphasizes the evaluation of outcomes of services for children, youth, adults, and families.
Prereq: major status.

FHS 328. Human Development in the Family Context. 4 Credits.
Examines human development within the context of the family from an evidence-based perspective. Integration of contemporary family issues experienced across the lifespan within the context of the human service profession.
Prereq: major status.

FHS 329. Youth Psychopathology in Context. 4 Credits.
Presents child and adolescent psychopathology and problems within a diagnostic framework. Topics address psychosocial issues for youth in family and cultural contexts.

FHS 330. Individual Interventions in Ecological Contexts. 4 Credits.
Introduces the concept of individual interventions within an ecological model. Provides knowledge and development of basic listening skills and how to apply these skills to individuals in diverse contexts.
Prereq: major status.

FHS 331. Group and Community Interventions. 3 Credits.
Introduces the concept of group intervention within the context of group theory and community development. Provides knowledge and development of group interventions, including group facilitation skills and curriculum development.
Prereq: FHS 330.

FHS 399. Special Studies: [Topic]. 1-5 Credits.
Repeatable.

FHS 401. Research: [Topic]. 1-5 Credits.
Repeatable.

FHS 404. . 1-12 Credits.

FHS 405. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable.

FHS 406. Special Problems: [Topic]. 1-12 Credits.
Repeatable.

FHS 407. Seminar: [Topic]. 1-5 Credits.
Repeatable.

FHS 408. Workshop: [Topic]. 1-9 Credits.
Repeatable.

FHS 409. Practicum: [Topic]. 1-9 Credits.
Repeatable.

FHS 410. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

FHS 420. Research in Human Services. 4 Credits.
Use of research to reform practice in human services. Trends and issues in assessment and evaluation in human services are provided.

FHS 430. Foundations in Early Childhood Education. 3 Credits.
Explores the history and theories of early education with a focus on societal factors that affect development.

FHS 431. Early Childhood and Human Services Curriculum. 3 Credits.
Explores the theoretical and historical context of primary curriculum models used in early childhood education and human service settings that serve at-risk children and families.

FHS 432. Assessment in Early Childhood Education. 3 Credits.
Explores educational, environmental, and family assessments in early childhood education and human service settings.

FHS 482. Prevention of Youth Violence. 4 Credits.
Research and practice in community interventions designed to prevent youth violence. Includes home, school, and community-based interventions.

FHS 483. Prevention of Interpersonal Violence. 4 Credits.
Examines interpersonal violence and community-based prevention using ecological, multicultural, international frameworks. Emphasizes assessment, prevention, intervention, and simultaneous occurrence of adult violence and child maltreatment.

FHS 491. Junior Professional Practices and Issues I. 3 Credits.
Examines issues and behaviors associated with being a community service professional. Includes ethical standards for professional practice.
Prereq: major status.

FHS 492. Junior Professional Practices and Issues II. 3 Credits.
Examines issues and behaviors associated with being a community service professional. Includes ethical standards for professional practice.
Prereq: major status.

FHS 493. Junior Professional Practices and Issues III. 3 Credits.
Examines issues and behaviors associated with being a community service professional. Includes ethical standards for professional practice.
Prereq: major status.

FHS 494. Senior Professional Practices and Issues. 3 Credits.
Examines issues and behaviors associated with being a community service professional.
Prereq: major status.

FHS 495. Senior Professional Practices and Issues. 3 Credits.
Examines issues and behaviors associated with being a community service professional.
Prereq: major status.

FHS 496. Senior Project Proposal. 1 Credit.
Students create a written proposal outlining rationale, project description, and timelines for completing the senior project.
Prereq: major status.

FHS 497. Senior Project. 1-2 Credits.
Students develop a written product or project in conjunction with faculty members and field site personnel. Repeatable once for a maximum of 4 credits.
Prereq: FHS 496.

FHS 507. Seminar: [Topic]. 1-5 Credits.
Repeatable.

FHS 508. Workshop: [Topic]. 1-9 Credits.
Repeatable.

FHS 510. Experimental Course: [Topic]. 1-5 Credits.
Repeatable.

FHS 582. Prevention of Youth Violence. 4 Credits.
Research and practice in community interventions designed to prevent youth violence. Includes home, school, and community-based interventions.

FHS 583. Prevention of Interpersonal Violence. 4 Credits.
Examines interpersonal violence and community-based prevention using ecological, multicultural, international frameworks. Emphasizes assessment, prevention, intervention, and simultaneous occurrence of adult violence and child maltreatment.

Prevention Science Courses

PREV 601. Research: [Topic]. 1-16 Credits.
Repeatable.

PREV 602. Supervised College Teaching. 1-5 Credits.
Repeatable up to 4 times.

PREV 603. Dissertation. 1-16 Credits.
Repeatable.

PREV 604. Internship: [Topic]. 1-16 Credits.
Repeatable.

PREV 605. Reading and Conference: [Topic]. 1-5 Credits.
Repeatable up to four times for a total of five credits.

PREV 606. Field Studies: [Topic]. 1-16 Credits.
Repeatable.

PREV 607. Seminar: [Topic]. 1-5 Credits.
Repeatable.

PREV 608. Workshop: [Topic]. 1-16 Credits.
Repeatable.

PREV 609. Practicum: [Topic]. 1-16 Credits.
Repeatable.

PREV 610. Experimental Course: [Topic]. 1-5 Credits.
Repeatable up to four times for a total of five credits.

PREV 631. Introduction to Prevention Science. 3 Credits.
Overview of theory, research, and practice in prevention science and health promotion, including foundational concepts, translation of theory into intervention, methodology, and implementation.

PREV 633. Contemporary Issues in Public Health. 3 Credits.
This course introduces approaches, concepts, methods, and perspectives of epidemiology as applied to current public health issues and prevention science research and practice.

PREV 634. Implementation Science. 3 Credits.
Provides a framework for examining implementation science and its application to clinical and community-based research.
Prereq: CPSY 631 or CPSY 643; a graduate-level statistics course.