

Couples and Family Therapy FAQs

Admissions Process

For transcripts, we don't have to submit the official ones unless we are offered admission, correct?

Correct. You will need to submit unofficial transcripts along with your online admissions application. If you are admitted, you will need to submit official transcripts once you accept the offer of admission. You can find more information here: <https://graduatestudies.uoregon.edu/admissions/how-to-apply/transcripts>

Are interviews part of the admissions process?

Yes. We have an interview day, which allows us to meet applicants and for applicants to meet us and current students. We look at this as a process for all of us. We ask that interviewees be available for the duration of the interview day as we meet in a variety of combinations so that you can meet each faculty, other applicants, and current students. This usually means a few group interviews and a dyad interview.

Are all interviews in person, or are there exceptions for those out of state?

While we benefit from meeting our applicants in person, Zoom increases accessibility which is important for an equitable application process. Therefore, for now, we are doing our interviews via Zoom.

Do we need to apply to the general university and the program if we are not students at UO yet?

The university application and program application are essentially one and the same. Once you select Couples and Family Therapy, you will be prompted to submit all of the information and documents required by both UO and the CFT program. All of these items are submitted together through the online admissions portal. Both the CFT program and UO Admissions will review your application materials to ensure that you meet departmental and university requirements for admission.

Is volunteer work a requirement for admissions?

We are interested in you having applied experience in the field of study, but it does not require you to do so via volunteer work.

I am an international student and English is not my native language, but my undergraduate education was conducted in English. Do I need to provide evidence of English language proficiency?

International applicants must submit proof of English language proficiency in most cases. There are a few different options for demonstrating proficiency, and a few exceptions to this requirement. Please see the Division of Graduate Studies website to determine whether or not you are required to submit proof of English language proficiency: <https://graduatestudies.uoregon.edu/admissions/how-to-apply/english-proficiency>

Can you share more about how applications are evaluated? What criteria are used?

All applications are reviewed by CFT faculty; we do not have exclusionary criteria except that we require the application to be complete by the deadline for it to be reviewed. We rate all parts of the application equally (e.g., purpose statement, transcripts, letters of recommendation) and use a Likert scale.

What if we only have experience working with children, such as being a TA or tutor? Is there still a chance of being accepted to the program?

We have had students admitted with their sole experience being with children.

Would you recommend waiting to apply to gain more experience if we think we might not have the most competitive application this year?

That's truly a personal decision. We often have a competitive applicant pool with variable experiences. We encourage folks to apply again if they are not offered admission right away.

Do you give feedback to students who don't get admitted? (after interview day)

We do not give feedback to applicants - we are unable to dedicate the time warranted to each person to give these conversations justice.

Is there an option to defer acceptance for a year?

Yes, there are situations that warrant deferment, and we would be open to that conversation. If a deferral is ultimately granted, you may defer for up to one year (e.g., if you apply, and are admitted, for Fall, you may defer until the following Fall, but not beyond).

For those of us who are out-of-state, what is the process of becoming a resident to get in-state tuition?

One full year of residence prior to the start of your graduate program.

<https://admissions.uoregon.edu/residency>

See also Residency FAQs on the above page: <https://admissions.uoregon.edu/residency/faq>

Externships

Are some of the externship sites at a private practice?

Yes, we have several externship sites that are group private practices. For example: Eugene Therapy (<https://eugenetherapy.com/>) and Willamette Sky Counseling (<https://www.wskycounseling.com/>).

Can you share more about the types of therapies/modalities, and populations that the externship sites might focus on, or work with?

Our externships have a variety of foci – everything from young children to older adults. Some specialize in eating disorder treatment, substance use treatment, and specific gender identities. Some of our sites

are listed here (not an exhaustive list): Rain Rock, Serenity Lane, Looking Glass Counseling Center, Ophelia's Place, Eugene Therapy, Bridges, Willamette Sky Counseling, and The Child Center.

Does the program assign our externship placement?

No. However, some programs do. Students are provided a list of sites who have available placements, attend an externship fair with all of these sites to learn about their work and meet their representatives, and then apply for sites based on their interests, and then sites invite students for interviews. Sites offer placements directly to students after the interview process.

Spanish Language Specialization

Does participation in the Spanish Language Specialization impact the time to complete the degree?

No, the Spanish language specialization has been completed in the typical degree plan. The courses for the specialization can be used as the elective credits needed for program requirements.

Is the Spanish specialization something that we can take with us if we apply for licensure in another state?

Yes, this specialization becomes part of your academic transcript and degree.

Curriculum

Most CFT/MFT programs state that they are 60 credits. Can you explain why Oregon offers a 90-credit program, and what are the additional benefits students will get from those additional credit requirements?

Most programs that list 60 credits are *60 semester* credits which is the equivalent to 90 quarter/term credits (the University of Oregon is on the quarter system). Our program plan is designed so graduates have the credits necessary to apply for licensure across the country (licensure requirements are state to state).

Is there an emphasis on non-traditional relationships? Polycules, relationship anarchy, etc.?

Polycules, polyamory, and non-traditional relationships are integrated into coursework and clinical training to best serve our clients. Our onsite training clinic, the Center for Healthy Relationships has many clients in non-traditional relationships. Relationship types are discussed across courses in terms of the many ways to form relationships and family.

Do courses in this program address providing therapy for folks who are on the asexual and aromantic spectrum? Additionally, is kink and non-monogamy discussed in coursework?

Yes, these are discussed in both the Intimate Partners Therapy course and the Relational Sex Therapy course.

Is all first-year course work in the education department building? That is, is the first year just classroom studies?

The first year of the CFT program includes classroom studies (mostly in the HEDCO and Lokey buildings – though may be in classrooms in other parts of campus depending on where the registrar schedules class meetings). First year students also observe client sessions in the HEDCO Clinic as part of the first year. The first year also includes setting up students well for their clinical work, which includes programmatic meetings at various times through the first year of studies.

Can you tell us what our class schedule would look like? How many days a week is the program typically, and have students in the program been able to handle a work/school balance?

General program plan: <https://education.uoregon.edu/cft/graduate/ms>

Online schedule of classes: https://classes.uoregon.edu/duckweb/hwskdhnt.schedule_of_classes

(Select the Subject, e.g., CFT, CPSY, EDUC, etc., and then “Summary” to see all courses in a given term for that subject.)

Is there an online option for completing the CFT program?

Our program is designed to be primarily in person. While there are a few online course offerings, students should plan to attend classes on campus in Eugene every quarter they are enrolled.

Is there any component of students doing therapy during the program or with each other as practice?

We do not require students to attend therapy – some programs do. We want students to access therapy from their own decision, when possible for them. We do a significant amount of role plays to simulate clinical scenarios.

Do faculty try to keep a wall between themselves and students?

While we want to always be modeling boundaries and informed consent to discuss self, the faculty have many different roles with students at different times (e.g., professor, supervisor, academic advisor) and a “wall” is not our primary goal. We aim to be transparent in our process and seek student transparency, too, as we are all working to examine our assumptions and biases as it directly impacts our clinical work. We are aware of our multiple roles and are continuously talking about that complexity with students.

What is the difference between MSW and this program?

It’s important to note that not all MSW programs prepare students for clinical work. There are many differences since their underpinnings are based on different theories. For example, the field of Marriage and Family Therapy is based on family systems theory and communications theory. The supervision process is also different – CFT students must participate in “raw data” supervision – meaning time with a supervisor that is watching either a live session or video session and providing feedback. It may be helpful to review this blog page from Alliant: <https://www.alliant.edu/blog/what-difference-between-mft-vs-msw>

What is the difference between being licensed as an MFT vs LPC?

While there are similarities, the differences are in the theoretical underpinnings and in the supervision requirements. For example, of all degrees, CFTs have the most stringent supervisory requirements across their training. This includes both discussions of clients and supervisors watching therapy sessions. CFTs receive specific training in working with relational systems (e.g., families, dyads, triads) which adds to the dimension of their resume. LPCs can work with relational systems, it's not prohibited, yet CFT training specifically addresses the unique ethical considerations and skills needed to work with relationships.

One note – our curriculum is set up so that students can pursue an LPC in Oregon (and perhaps other states) should they desire to do so.

More here about the differences between CFT, LPC, and MSW:

<https://www.youtube.com/watch?v=EYUgW4J7gBg>

A great video about what CFT/MFT is: <https://www.youtube.com/watch?v=2DXoEBI9Sdk>