

### Opening Up to Family Therapy in China

The University of Oregon College of Education's Couples and Family Therapy program has impressive objectives, with a reach of more than 5,500 miles.

#### New Interest in Community & Family Therapy

Family therapy is fairly new to China, says Miller. To further complicate treatment issues, China has little tradition of community-based mental health care outreach. "Mental health treatment has been handled through hospitals as acute care. There is interest in strategies to overcome the stigma of

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UNIVERSITY  
OF OREGON



When Beijing Normal University first expressed interest in developing a family therapy program to train Chinese faculty and create mutual student exchanges, UO Couples and Family Therapy (CFT) program director John Miller, Ph.D., saw the potential for advancing the breadth of professional counseling for both countries.

"We have much to learn from each other," says Miller. "China is developing at an amazing pace. There is unprecedented opportunity for our program at the University of Oregon and the program at Beijing Normal University to collaborate in training student therapists, conducting research, and promoting further faculty exchange."

In December 2006, Miller led a delegation of 24 American professionals in social therapy services on a tour of universities and hospitals in China, part of the People to People Citizen Ambassador Programs. U.S. therapists and counselors spoke with Chinese psychologists and doctors about expanding delivery of mental health care in China's cities and rural communities. Miller also returned to China in August 2007 to teach week-long seminars in Beijing and Shanghai for psychologists, counselors, and family therapists.

treatment, which even today is a significant barrier," says Miller, who notes that, traditionally, rural families have not only been independent in terms of economy and folk medicine, but have taken great pride in solving personal problems privately.

#### Open to New Ideas

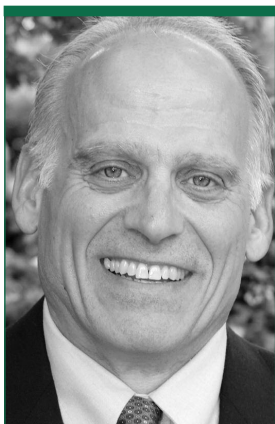
In striking contrast to such strictly held privacy, "The Opening Up" is what China calls the new receptivity to what the West has to offer in commerce, communication, and capitalism. The flourishing exchange is embracing academic institutions as well—a hallmark of transformation in the years since Tiananmen Square, with intellectuals now entrusted with leading a free flow of discourse.

"The whole world market is turning toward the East, and rapid expansion is also affecting social support systems," says Miller, who notes that as agrarian-based communities transform to manufacturing centers, traditional communities are disrupted, with young families migrating to centers of employment. Exposure to Western influences of technology and media depictions of postmodern lifestyles have also contributed a confusing array of social models, not all of which are positive, says Miller.



*"I invite you to come and see the construction and to envision what your college will become in the next few years."*

Michael Bullis



## *Be Careful What You Wish—It May Come True*

*THE ABOVE SAYING IS PARTICULARLY TRUE for the College of Education this school year. For those of you who have not had the opportunity to see the college site recently, we have turned into a construction zone with the long-awaited building project in full swing. Where once stood the tennis courts (for those who remember), or the student parking lot (for those who are younger), there now is a huge hole in which the foundations for the new HEDCO Education Building will be placed. Also, beginning this winter, we have initiated renovation and updating of existing college buildings. In total, it will take one to two years for the entire project to be completed.*

*Of course, to effect the renovation of the existing buildings, all the faculty and staff previously located in those buildings have moved, or soon will move, to temporary quarters in buildings or trailers around the college. Needless to say, the temporary space available to us for this purpose is less than desirable, and many of our college family are being asked to tolerate substandard "digs" for the next one to two years. I think it is especially noteworthy that through these moves—which constitute the largest number of faculty and staff ever moved for a building project at the University of Oregon—everyone, and I mean everyone, has been positive and reasonably happy. I think that the way these individuals have handled this inconvenience is a great tribute to the people they are and their collective commitment to the future of the college. There is no doubt that the building project will greatly improve our physical resources and capacity to continue to be among the leaders in the field of education and social services in this country.*

*In 2007, the college was ranked by US News and World Report as the 12th-best college of education in the country and 8th among all colleges of education located in public universities. We also continued as a leader for educational faculty in terms of research productivity and accounted for more than one-third of the University of Oregon's external funds—a great achievement for a college with few faculty and in a time of incredibly tight grant opportunities. We were also successful in*

*hiring three new faculty members—outstanding young scholars who I am certain will lead the college in the years to come.*

*In an effort to evaluate our instructional programs and examine the impact of that preparation on our graduates, we have begun a follow-up survey of those former students. This past year we surveyed more than 400 graduates from across the college who had been out of school for one or three years. We found that fully 83 percent of the respondents were employed in their chosen field, and that those who were not employed typically were either back in school or not working because of family concerns. Those who were employed were laudatory of their programs in the college and also made some clear suggestions for improvements—information that is critical to our ongoing efforts to better our programs.*

*This year we are continuing to serve our students—doing so creatively given the disruption of our space—and are engaging in grant writing. We also are engaging in other work that will establish a foundation for the college's future. As we become a "flat world" in a global economy with a diversified and worldwide workforce, we must establish ways to train our students for that reality. We have begun several initiatives to create international academic and service programs in Mexico, Southeast Asia, China, and Chile. We will conduct four tenure-line faculty searches this year, as well as a national search for a new dean.*

*Our future is truly bright and the college is moving in a positive direction. As always, I appreciate your inquiries and questions. I invite you to come and see the construction and to envision what your college will become in the next few years.*

Michael Bullis  
Dean, College of Education  
Sommerville-Knight Professor of Education

## Seize the Day for International Learning and Exchange

**"It is my dream campaign: You will never regret that you did not study abroad—because the UO has made it possible for you." ~ Chunsheng Zhang**

International learning exchanges were once nearly the exclusive concern of foreign language and culture studies in liberal arts institutions.

"Today," says Chunsheng Zhang, new University of Oregon vice provost for international affairs and outreach, "the scope of what it means to become an educated person has shifted to embrace skills and knowledge that reflect the human community worldwide—from geopolitics, to the environment, to global economy, to health and social services, and in the array of the sciences."

Because serious challenges such as global warming, terrorism, poverty, or HIV-AIDS can't be solved by any single country, an educated person in the twenty-first century must have the sensitivity, awareness, and skills to interact with and to examine issues that are global in nature, says Zhang. That's why the UO is moving swiftly to expand undergraduate and graduate student mastery of international perspectives, to include disciplines not typically viewed as engaged in cultural study: business, law, science, education, sociology, psychology, and human services.

"The deans of our schools and colleges, with the administration, are infusing internationalization across the curriculum," says Zhang, "to prepare all graduates to function effectively in the global world."

### Benefits to Graduates and Beyond

"International knowledge and comfort with cultures is for everyone," says Zhang. "If you are a biology major, if you are employed in coastal fisheries, it's beneficial to you to learn something about how global relationships influence international law or international trade. Even if you don't personally manage international contacts, attention to how your business is connected with foreign interests helps you communicate with those officials who do advocate for your interests.

"To be able to contribute in a worldwide economy, our graduates must acquire skills to meet new peoples, speak in other languages, and live in exchange with other cultures. The skills that will allow them to succeed in international communities—whether at home or abroad—are those that come from direct immersion experience with international educational institutions, trading partners,

and businesses; they come from taking part in study, teaching, or research abroad," says Zhang.

"To facilitate these opportunities for students, the UO is seeking faculty development in research and teaching abroad," says Zhang, who notes that faculty members who work within a discipline to highlight the global relevance of their work, who are themselves internationally experienced, and who teach courses with international content inspire and challenge students who, in turn, pursue international experiences and become effective and sensitive global citizens.

### Closer to Home

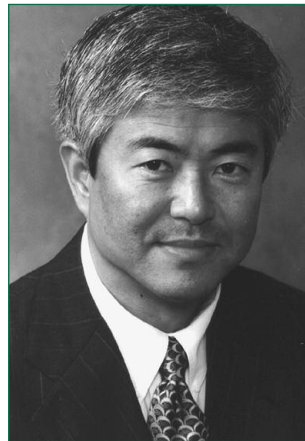
In Oregon, immigration already impacts schools, business, and medical and social services. People of many cultures live and work in Oregon; increased business, trade, and technology transfer brings workers to the state from countries and business partners worldwide.

"How do we support the learning of these students?" asks Zhang. "How will teachers communicate with parents? How will therapists advise clients who are deeply reluctant to get the help they need because seeking that kind of help has not been a part of their culture?"

Zhang suggests preparing professionals in all sectors of social services with international experience, in part through goodwill partnerships with international university faculties that facilitate academic program exchanges.

In these exchanges, international students and faculty members come to the UO bringing with them dollars to the economy—and a desire to learn about Oregon, says Zhang, who sees that for UO students, the impact is yet more dramatic:

"Internationalization opens the world to them—it provides a chance to seize their dreams. And when we bring our curiosity, really seeking learning from each other, being a member of the human family is more enjoyable. We enrich each other."



A new vice provost and an expanded mission for international higher education help raise the UO profile as a leading international research university.

Chunsheng Zhang, Ph.D., joined the University of Oregon as the new vice provost for international affairs and outreach in May 2006. Zhang received his Ph.D. in higher education administration from Bowling Green State University in 1993 and has worked in international education ever since.

Fluent in Chinese and English, Zhang also speaks basic Japanese, French, and Spanish. He is married to Guihua Li, Ph.D., and they have one daughter who is currently pursuing a J.D. degree in media law.



## Did You Know?

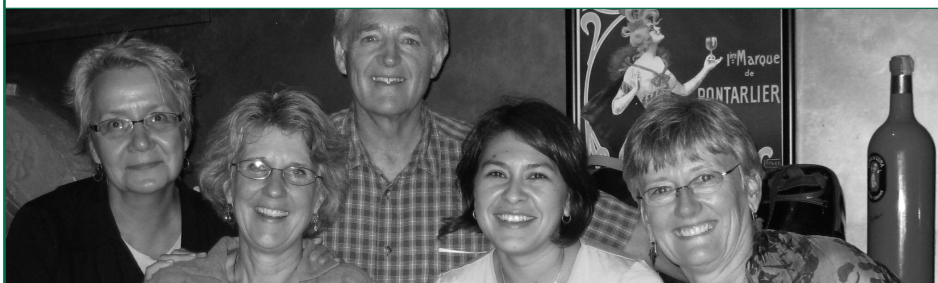
- Mexico is about one-fourth the size of the United States.
- Minimum wage in Mexico is \$4.25 U.S. per day, but many things cost the same as in the U.S.
- The second-largest source of income in Mexico is earned in the U.S. and sent home.
- More than 290 different languages are spoken in Mexico, some of which have no established orthography.
- The state of Oaxaca has 16 different indigenous groups and languages.
- Many rural Mexican families speak Spanish as a second language.
- Education is free for children through age 14, but uniforms are required and may be beyond the means of a family; transportation to school is not provided, and many rural children cannot get to school.
- In northern Mexico, 50 percent of families have a member who has migrated.
- Migration has traditionally been from rural areas, but is now both urban and rural.
- In Zacatecas, Guanajuato, and Michoacán, as many as 70 percent of families have at least one member in the U.S.

~Val Taylor-Close  
Co-Director  
EC CARES

## Baney Fund Supports Mexico Study

Pioneering faculty projects and ongoing colloquiums made possible by an endowment established by a donor

In August, five members of the college (*photo below*) completed a three-week study tour of schools and social service agencies in Oaxaca and Querétaro, Mexico. Pat Rounds, Valerie Taylor-Close, Daniel Close, Erin Chaparro, and Linda Forrest—representing academic, research, and outreach programs from the college in family and



human services, early childhood education, counseling psychology, teachers of English language learners, and literacy—sought the expertise of colleagues in Mexico. The study tour is part of an ongoing lectureship project funded by the Hope Baney Memorial Endowment.

After consultation and homestay visits with Mexican educators, participants are presenting initial findings and sharing insights with college, university, and local education, public health, and relief nursery agencies.

“Each of us is interested in the educational and social effects of dislocation related to immigration,” says Pat Rounds, Ph.D., coordinator of the English for Speakers of Other Languages program. “The college prepares graduates to serve families and students whose first educational experiences may have been in Mexico; we also direct outreach and support services to families who may be recent immigrants. So our study focused on questions raised in each of our professional domains: What do we need to know about the kinds of educational experiences students are bringing to U.S. schools and preschools? What are the family, social, and economic stressors that may affect children’s readiness to learn? What are the barriers to literacy?”

With more than 290 languages spoken in Mexico, instructing or providing family services to English language learners of Mexican origin is more complex than brushing up on Spanish language skills

or providing Spanish-based content in classes or parent consultation, says Val Taylor-Close, co-director of EC CARES, the college’s early childhood special education and referral outreach to more than 1,200 children in Lane County, Oregon.

“Given that we know that only approximately 60 percent of Mexican youth finish secondary middle school, we know that many women raising families don’t have a lot of education beyond middle school,”

says Taylor-Close. Among those from rural states in Mexico, educational levels are likely to be even lower, and the probability is quite high that they may speak some language other than

Spanish, which is striking to those who provide Spanish-language content for parent education programs here in the United States. Eleven percent of families served by EC CARES are Latino.

“I think the effect of migration to the U.S. is something we have only begun to investigate, and typically we’ve only considered effects on our existing systems here in the U.S. Visiting villages in Mexico really brought home the fact that there is a precipitous effect on families who remain in Mexico,” says Taylor-Close, who notes that migration is affecting family structures as demographics of male family members present in households change: As many as 50 percent of families in Mexico have members who have migrated north; among families in rural villages, many children of immigrant parents are being raised by grandparents or mothers.

Another aspect for U.S. educators to consider is that Mexico provides free public education beginning at age 45 days through age 14 years, which amounts to free childcare that anyone can access, with preschools having licensed teachers.

“We in the U.S. established public kindergarten in all states only 15 years ago. Yet Mexico has had free public education from, essentially, birth, for some time,” says Taylor-Close, who notes that this may or may not be an expectation of parents

*Continued from page 4*

coming to the the United States. "In many rural areas, there may in fact be public education," says Taylor-Close, "but no transportation is provided, so that limits the number of families who can access the services for early childhood education and screening."

Tour participants observe that immigrants to this country are very hard working and motivated. "They are here because they want something better for their kids, their lives, and in terms of learning, achieving, and improving their family's economic well being, these are great motivators," says Taylor-Close. "That is an awareness to keep at the forefront of our interpretations when we meet students from immigrant families."

Immigration specialists describe how the dislocation of fathers, oldest sons, and other family members to the north to help their families, raises a host of questions about the social contract within those families: How do migration patterns affect gender relations? What happens to the family and community cohesion when so many of the young men leave? How do Mexican families in the United States and in Mexico adapt and adjust to the ever-changing family configurations that result from the movement of family members back and forth across the border?

"The process of immigration is complex," says Linda Forrest, Ph.D., head of the Counseling Psychology and Human Services Department. "It is economic, political, social, and psychological. As a psychologist I am interested in the family influences that affect migration and how they intersect with and are influenced by the larger social and economic trends."

"Those who return bring many things back—not just money, but some less positive influences associated with living in the U.S., along with pressure for change," says Forrest.

"I have been in Mexico many times as a tourist, but discussing immigration and education with Mexican faculty and social service professionals gave me whole new understandings of Mexican people and their culture," says Forrest. "Bringing these insights back to our teaching and outreach colleagues is energizing professionally and critical to advancing the dialog about immigration—on both sides of the border."

## More Faculty Afield

All 50 states, as well as 10 U.S. jurisdictions and 18 countries worldwide use the research and outreach services of University of Oregon College of Education faculty. A sampling:

**Chile** ~ Counseling psychology Associate Professor **Benedict McWhirter**, Ph.D., was awarded a 2007 Spencer Foundation Research Grant (\$40,000) for a two-year study to examine risk and protective factors that contribute to or deter problem behavior and academic success of urban, poor Chilean adolescents. Both Benedict McWhirter and **Ellen Hawley McWhirter**, Ph.D., were awarded Fulbright Scholar awards for work in Chile in 2004; they return annually to Santiago, Chile, to continue community-based teaching, service, and research.

**Cambodia & Viet Nam** ~ Advancing psychology research, training, and practice in Southeast Asia starts with collaborative exchange among academic faculty and clinical practitioners, says **Shoshana Kerewsky**, Psy.D., assistant professor of family and human services. In August 2007, Kerewsky coordinated a visit to Oregon by the head of the first—and only—university psychology program in Cambodia. She traveled to Cambodia and to Viet Nam in 2006 and 2007 and is discussing collaboration with faculty members at Viet Nam National University in Hanoi.

**From Oaxaca to Ukraine** ~ In addition to developing a student faculty exchange and study abroad program in Oaxaca, Mexico, **Dan Close**, Ph.D., assistant professor of family and human services, continues to work with Holt International Children's Services to reform the child welfare and adoption system in Ukraine. He is the technical assistance expert for the federally funded project and provides training for Ukrainian officials.

**Going Global** ~ Alumni-Knight Professor **Robert Horner**, Ph.D., says that British Columbia is adopting School-Wide Positive Behavior Supports (SWPBS) in 234 schools. In addition, Norway is adopting SWPBS, with investment in building training and coaching infrastructure to implement it. Twelve New Zealand schools are adopting SWPBS, and the Australian government also has endorsed adoption of SWPBS.

**China** ~ "All cultures want to maximize outcomes for their children," says **Jane Squires**, Ph.D., early intervention program director. Early intervention researchers adapt assessment to account for differences in societal expectations for development, societal mores, or linguistic variances. Squires spent 10 days this fall in several cities in southern China, presenting on screening and early identification of young children with developmental delays and introducing infant assessment measures to pediatricians and primary care doctors.



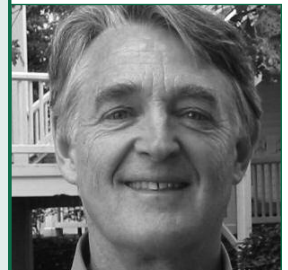
Benedict McWhirter



Ellen Hawley McWhirter



Shoshana Kerewsky



Dan Close



Rob Horner



Jane Squires



## College of Education Alumni Association Outstanding Alumnus 2007

### Hill Walker

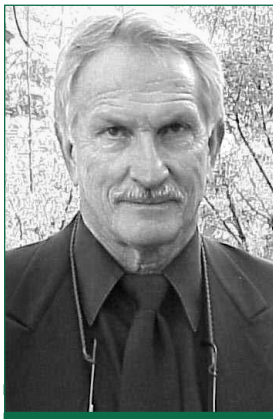
PH.D. '67 SPECIAL EDUCATION; M.A. '64 COUNSELING PSYCHOLOGY, has made the study of behavior disorders among children and youth a national priority. His influence on special education and the educational field—both in the state of Oregon and nationally—is unparalleled, says College of Education Dean Michael Bullis. “Hill’s visibility, among a field of notable faculty, has been synonymous with the College of Education and the University of Oregon for more than a quarter century.”

When Walker began his academic career in 1967, there was little understanding of students with behavior disorders within the public education system. His work clearly described the plight of these students, their characteristics, and the fact that our educational system tended not to serve them effectively. He subsequently developed and disseminated widely used assessment instruments and intervention packages to help professionals address the needs of students—especially at-risk students headed toward violent or destructive behavior. Among Walker’s pioneering interventions is First Steps, a program that provides early screening and treatment to address antisocial behaviors in children from preschool through third grade. With its comprehensive home-to-school approach, which recruits parents as partners with the school, the program was widely embraced and so effective that the Oregon legislature provided support to implement First Steps in Head Start classrooms in each Oregon school district.

Hill Walker is acknowledged by academic colleagues for the rigor of his research, and by practitioners for the importance and usefulness of the products he has developed. He has been recognized as one of the 50 most influential leaders in the history of the field of special education.\*

One of the most important gifts Walker has given to the college and the UO has been his stewardship of the next-generation educators. He has mentored literally hundreds of academics and practitioners to leadership positions and through that guidance changed the lives of thousands of children and their families.

\*Remedial and Special Education, 21 (Nov/Dec 2000).



*“Hill’s visibility, among a field of notable faculty, has been synonymous with the College of Education and the University of Oregon for more than a quarter century.”*

Michael Bullis

## Funds Solve for Success

**Leanne Ketterlin Geller, Ph.D. '03, heads up professional development with teachers in algebra.**

“It’s striking that 70 percent of eighth graders score below proficient in mathematics, according to the 2005 National Assessment of Educational Progress,” says **Leanne Ketterlin Geller**, an assistant professor of educational leadership. Along with project coinvestigator Kathy Jungjohann\* (special education), Ketterlin Geller received a project award for algebra professional development from the college’s Fairway Fund.

Many difficulties that students face when learning mathematics first become apparent in middle school, says Ketterlin Geller. “During this time, algebraic reasoning is usually emphasized across the curriculum. Students are expected to have a firm understanding of rational numbers, procedural fluency with computational skills, and advanced problem-solving skills in order to successfully

engage in analyzing and solving the linear functions and equations presented in algebra,” she says.

“Students who lack these skills in middle school often benefit from supplemental instruction designed to help them develop the pre-requisite skills they need to be successful in secondary

and postsecondary algebra and advanced math classes, as well as in job or career tasks. We proposed working with Eugene’s Bethel School District to create professional development opportunities for teachers to help them create a multitiered model of educational service delivery to support the development of these students.”

According to Ketterlin Geller, research shows that the choices students make about high school curriculum—which may affect their subsequent access to postsecondary education opportunities—are profoundly influenced by proficiency in algebra.

*Ketterlin Geller directs research projects with Behavioral Research and Teaching at the UO College of Education. \*Her coinvestigator Kathleen Jungjohann has more than 20 years of experience training and supervising preservice and inservice teachers. Jungjohann currently teaches coursework in reading, math, content area strategies, collaboration, and field-based practices.*

*Supported by private donors, the Fairway Endowment supports research projects to increase capacity of faculty and prepare teachers to work with diverse learning needs.*



Leanne Ketterlin Geller

## Alum Wins National Award

College of Education alumna **Krista Parent '84, '92, '04**, was selected as 2007 **National Superintendent of the Year** by the American Association of School Administrators. Parent, the superintendent of South Lane School District, is the first Oregon educator to receive this distinctive honor in the 20-year history of the program.

Previously recognized as Oregon Superintendent of the Year in October 2006, Parent traveled to Washington, DC, in January 2007 to face a panel of education experts along with three other finalists, including leaders from school districts in Georgia, Kansas, and Washington.

**IN MEMORIUM:** *Contributed by Richard Schmuck in honor of Philip J. Runkel, both professors emeritus of the University of Oregon College of Education*

**Philip J. Runkel (1917–2007)**, a superb social psychologist, died on June 7, 2007, at his home in Eugene, only three weeks short of 90 years old. Runkel was internationally known for his creative work on research methods, organization development, and the control theory of human motivation. He earned a doctorate in social psychology from the University of Michigan in 1956.

Runkel arrived in Eugene in 1965 to become a pioneer member of the Center for the Advanced Study of Educational Administration with a teaching position in the Department of Psychology. He came from doing educational research at the University of Illinois and from being a draftsman in the Panama Canal Zone. For the next 25 years he spearheaded applied work with his close colleague, Richard Schmuck, on organization development in public schools. Together Runkel and Schmuck wrote four editions of the *Handbook of Organization Development in Schools and Colleges*, which, now in its 35th year, continues to be read by educators worldwide.

Runkel was known by his students as a caring and gentle taskmaster, a stickler for accurate reporting, and a strong advocate of clear and undecorated prose. He had a relaxed and easygoing demeanor, a penetrating mind, and a very sharp intellect. He took the role of teacher and mentor seriously, often using more words in his feedback with the red ribbon of his typewriter than a student had typed with black ribbon in his or her first draft.

Friends gathered in Phil's office at the home of Claire Runkel on September 21, the eve of Yom Kippur, to celebrate his extraordinary career and to remember why they still loved him.

## Uni High Alums Unite

In 2004, after a poignant and celebratory reunion of all alumni who had graduated from University High School, the “Uni High” reunion steering committee wanted to leave a lasting legacy at the site of their school—one of two buildings built in 1921 in what is now the College of Education.

**Alvin C. Stockstad** (UHS class of '44) and **Delores Damewood Moreland** ('51) spearheaded the reunion committee effort to honor the uniqueness of their high school as a training ground for student teachers. Alumni still share fond memories and lively stories of their experiences—some as self-proclaimed “guinea pigs” for educational practice—at University High School. As part of the Eugene School District in 1921, University High School was created as a laboratory school for the teacher training program in the College of Education. Many alumni attribute their success stories to the creative and exuberant young student teachers and the outstanding education they received at the high school, so supporting a future educator was a natural outcome.

More than 100 UHS alumni donated to the effort to create a \$25,000 endowed scholarship fund for future educators in the University of Oregon College of Education. The fund, created in perpetuity, will support COE students who are preparing to be secondary school teachers.

The inaugural recipient of the University High School Scholarship is current COE master's student **Aliza K. Fones**. Aliza's passion lies in working with high school students from all backgrounds, especially those whose first language is not English. She will be endorsed to teach in this area, as well as in social studies.

Alumni remember Uni High as fun and engaging, with caring staff members who encouraged students to succeed and be their best. Aliza will certainly carry on that tradition through her vocation as a teacher. Upon receiving the award, Aliza summed up her feelings: “Thank you for your scholarship. It is with great anticipation and excitement that I begin the next phase of my education. I am honored to be a part of your history.” ■

**IN MEMORIUM:** *Uni High alumnus Alvin Stockstad passed away on July 26, 2007, but his spirit and efforts to help create a lasting legacy will be gratefully remembered.*



The inaugural recipient of the University High School Scholarship is current COE master's student Aliza K. Fones.



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Families at Risk

Chinese psychologists point to the rapidly rising rate of divorce—from nearly zero a decade ago, to 25 percent—as evidence that families need better support systems. “In a country where many marriages are still arranged, there is now also what Chinese are calling the *flash divorce*,” says Miller.

Alcoholism, substance abuse, and child welfare issues have also become more visible in the Chinese family. In particular, an alarming increase of youth suicide has focused Chinese social welfare and professional medical interest in counseling strategies promoting resilience in youth.



Unique challenges for mental health professionals in China include family dynamics created by what is loosely referred to as the “six-to-one problem”—an unintended consequence of Chinese law, which allows couples to have only one child. Because this law has been in effect for three generations, says Miller, a child may shoulder the expectations and performance pressure of six forebears.

Cultural Influences Shape Interventions

Of all the psychology models of treatment, family therapy has the most potential for China, Miller reports. Family has long been a central force in the sociology of China, with several generations often living together under one roof. As a result, the family-system approach to therapy makes a great deal of sense to Chinese psychologists.

To facilitate a joint family therapy pilot program for the UO with China and Southeast Asia, UO Provost Linda Brady has dedicated initial support from the university. In December, Miller will lead a delegation of U.S. marriage and family therapists to consult with professional colleagues in Vietnam and Cambodia. He will also revisit Beijing and Shanghai to continue lectures on clinical techniques.

“We aren’t suggesting that Chinese and Southeast Asian psychologists simply transplant what’s worked in the West,” says Miller. “Rather—seeing how U.S. doctors and counselors approach similar barriers—how do we encourage people to seek treatment, overcome social stigma about mental illness, and engage the natural support systems of home and school? Sharing this growth may help create uniquely effective solutions for China and Southeast Asia.”

Read more about Family Therapy in China online at <http://education.uoregon.edu/cft>