

Diversity and Inclusion Statement

The UA MFT program embraces COAMFTE's definition of diversity and inclusion as being inclusive of race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, veteran/military status, religion and spiritual beliefs and/or affiliation, and/or national origin. The University Alabama Marriage and Family Therapy program adopts a posture of respect with regards to the worth and uniqueness of each individual, understanding and accepting the variability among social, religious, cultural, and other groups. Thus, we are committed to: a) include the representation of multiple groups in the student body, program clinical supervisors, program core and non-core faculty with regard to race, age, gender, ethnicity, sexual orientation, gender identity, socioeconomic status, disability, health status, religious or spiritual affiliation, nation of origin or other relevant social categories; and b) ensure issues of diversity are central to all aspects of the training environment.

The UA MFT program aims to be inclusive to all students, volunteers, staff, and clients affiliated with the program and the CFIC to ensure a comfortable, safe, and respectful environment by reflecting the diverse interests of our all parties involved. Our philosophy is that all humans must be afforded dignity and respect and that the oppression of any member or group within a society occurs to the detriment of all members of that society. We believe that without intentional intervention to resolve sources of discrimination and oppression, all social systems contribute to the continuation of the oppression of underprivileged individuals and groups.

We recognize that our goal of achieving a more diverse program entails accepting that our goals will be fluid and will continue to adapt to new and ever changing ideals of equity, equality and inclusivity. Nevertheless, we value the process of seeking human dignity and we attempt this in many ways, including: 1) prioritizing program resources to recruit and maintain a diverse faculty and student body, 2) promoting an atmosphere conducive to mutual respect for individual and group differences, 3) identifying aspects of the program which promote disadvantages for marginalized groups or individuals, and 4) implementing interventions to resolve and eliminate identified problem areas.

This process involves efforts to value diversity in ways that are not always easily measured (e.g., beyond ethnic breakdown of students). For example, we try to teach and emulate respect for various viewpoints and infuse this type of instruction and content into all our classes through our language usage and our actions. However, even though it is not always adequate or measurable, we do take specific steps to help make this happen.

Non-Discrimination, Diversity, and Inclusion Code of Conduct

Our goal is to foster a spirit of respect and tolerance for others and take corrective action when we feel an individual's rights or dignity are not being protected. See student code of conduct in "Student Grievance, Deficiency, and Dismissal Procedures."