Instructor: Tiffany B. Brown, Ph.D., LMFT
Class Location: 142 HEDCO
Office: HEDCO 263 (office hours by appointment; please do not hesitate to schedule)
Email: tiffanyb@uoregon.edu
Phone: 346-2117 (office)

Course Description:
This course is designed to provide an opportunity for students to develop an understanding of the interaction between life cycle stages/transitions, existential issues, spirituality, and wellness in therapeutic processes. Students will learn how to work with client(s) in regard to their current life cycle stage and utilize client resources, such as their spirituality, in order to best facilitate the change process. In addition, students will learn how to work with clients in regard to issues of health and stress in order to best promote family wellness. Students will review the most current literature regarding existential issues, spirituality, and the family life cycle in the field of CFT.

Course Learning Outcomes:
After successful completion of this course students will be able to:
1. Demonstrate therapeutic skills and interventions in working with clients at various life cycle stages.
2. Articulate their personal critique of the family life cycle framework.
3. Work with family systems in regard to overall family wellness, including nutrition and stress.
4. Demonstrate an understanding of various existential and spiritual issues for clients.
5. Demonstrate knowledge of how to utilize client spirituality in the change process.

AAMFT Core Competencies Addressed in this Course:
1.1.1 Understand systems concepts, theories, and techniques that are foundational to the practice of marriage and family therapy
1.1.2 Understand theories and techniques of individual, marital, couple, family, and group psychotherapy
2.3.8 Identify clients’ strengths, resilience, and resources.
4.1.1 Comprehend a variety of individual and systemic therapeutic models and their application, including evidence-based therapies and culturally sensitive approaches.
4.3.2 Deliver interventions in a way that is sensitive to special needs of clients (e.g., gender, age, socioeconomic status, culture/race/ethnicity, sexual orientation, disability, personal history, larger systems issues of the client).
4.4.1 Evaluate interventions for consistency, congruency with model of therapy and theory of change, cultural and contextual relevance, and goals of the treatment plan.
4.5.3 Articulate rationales for interventions related to treatment goals and plan, assessment information, and systemic understanding of clients’ context and dynamics.

Textbooks:
ALL required readings will be available via blackboard (see course schedule for details). We will read several chapters from the books below. The code before the book listing is what is referenced in the course schedule.

We will also be reading a chapter out of this book:
Course Requirements

Below is a list of assignments that link to the Student Learning Outcomes (SLO). For example, “SLO1” may be listed. Please refer to the back page of the syllabus for all Educational Outcomes, including a list of SLOs.

1. **Attendance & class participation (25 points; SLO1)**
   Attendance, including arriving on time to every class, is essential to successful mastery of course material. If you miss more than one class you will be deducted 5 points. In addition, students will be expected to complete the assigned readings prior to class and to actively participate in small group and class discussions. I encourage you to take a very active role in the course not only for your learning, but also for the benefit of your colleagues. This includes a balanced sharing of your thoughts (i.e. contributing to discussions but not dominating), raising important questions, supporting other students’ learning, actively engaging the readings, and arriving at each class session prepared to discuss and engage with the material. **Please note:** It is important to me that our work together is focused, very active, and involves all students in the class that want to be participatory. An important part of creating that environment is being respectful in making space for all students and taking space as desired. Each of us has an important role toward that end.

   Part of your participation grade will be to engage in meaningful activities to apply your learning of course concepts. During class three and eight you will be active in class participation. In class 3, you will be assigned to read ONE of the chapters (versus all five) and share your learning with your classmates in small group discussions. Please come to class with a bulleted list of the major concepts of your chapter that is relevant for your group mates (provide a copy of this for each group member and turn one in—this handout will give you participation points). In class 8, you will participate by applying assessment and intervention ideas with a partner through applied exercises. You do not need to come prepared with anything for this class other than having read the assigned readings prior to class. The participation in these activities will be a total of 10 points of your attendance and participation grade (5 points each day).

2. **In-Class Critique/Application of the Family Life Cycle Framework (20 points; SLO3, SLO4)**
   Students will learn the family life cycle framework the first few weeks of the term, including its distinct stages and transition tasks. Though this model can be very useful in conceptualizing individual, couple, and family stages and transitions, it is also critiqued, as we will discuss. In class we will review your critiques and those in the literature, in effort to examine the framework’s linear nature and it’s punctuation of a heteronormative, linear framework that does not always make room for diverse life cycle trajectories. Through an in class writing assignment students will have time in class to formally outline their critique, while also making space for the utility of the model. This is not designed to be an exam, though students do need to be prepared to articulate their critique on paper for class this day. Please come prepared with a writing instrument and paper (or you may use your personal computer if that is more comfortable for you and email your critique at the end of class).

3. **Diverse Spiritual/Religious Perspectives, Individual Presentation and Handout (30 points; SLO4)**
   For this assignment, students will explore a religious or spiritual practice that is different from their own. Students could also choose organized practices that are in opposition to organized spirituality/religiosity. Your exploration could be something that you have been interested in and would like to learn more about or something that you notice you carry a particular set of assumptions (as it’s better to seek accurate data than base opinion on assumptions). Students will be put into groups of five (combined first and second years) and discuss topics during week two. The purpose of the small groups is for students to benefit from each group member’s personal exploration. For this assignment, please consider multiple “data points” to build your review of the topic; Students are to gather data from at least two data points (see below). Students will conduct a review of the topic and be prepared to present their findings back to their small group during the last class of the term.

   **Data points:** (a) Interviewing someone that identifies with your topic and understand how they understand the questions needed for your handout, (b) visiting the center/church, (c) talking with a practice leader (i.e. bishop, priest), (d) exploring the literature and read the fundamental beliefs of this practice, (e) You are welcome to propose other options, too, though please approve with the instructor.

   **Presentation & Handout:** The informal presentations will be 20 minutes each and worth 15 points. You will only be making a presentation to your small group with the intention of sharing what you learned for the benefit of future work with clients. Students will provide a handout for each group member that outlines the following (feel free to organize via bullet points):
   a) Central tenets of the belief system;
   b) Core traditions/rituals;
   c) Views on accessing/utilizing therapy;
Handouts will be worth 15 points and will be graded on clarity, readability, and thoroughness to the above questions. Your primary role as a presenter is to give a thorough overview (thorough, yet succinct) to your colleagues as to what you learned and why it’s important as a therapist to have this information. Please also provide a handout to each group member and have one to turn into me.

The format for the final class will go as follows:
9:00am-9:10am: Check in; overview of schedule
9:15am: Presentation 1
9:35am: Presentation 2
9:55am: Presentation 3
10:15am: 10-15 minute break (be back in class promptly in order for next presentation to start)
10:30am: Presentation 4
10:50am: Presentation 5
11:10am: Small group discussion: What did you learn from each other?
11:35am: Large group discussion: Take home messages?

4. Clinical Plan (25 points; SLO1, SLO3, SLO4, SLO5)
Each student will create a clinical plan that details how they will work with clients dealing with issues of the three main sections of the course: (a) religion/spirituality, (b) wellness, and (c) life cycle stages/transitions. Given the topics discussed over the course of the term, develop a goal for your clinical practice ---and the activities you will employ to reach that goal. What is your goal in working with clients and their religion/spirituality? What activities and/or clinical practices will you employ to reach that goal? Your assignment should be max 2 pages (single spaced in an outlined format; be succinct) and demonstrate your application of the course topics. Your plan should include a goal for each of the three sections, three associated activities that you will employ in your clinical practice related to the goal, and a list of resources (i.e. handouts, readings) for each goal. Please see the formatting below for clarity.

I. GOAL ONE
   a. Associated activities in my practice that will support this goal
   b. Associated activities in my practice that will support this goal
   c. Associated activities in my practice that will support this goal

List of resources that will support these activities.

Your sections should be clear, thorough, and demonstrate your mastery of course material. This clinical plan serves as a final paper/final exam; it is expected that the plan will demonstrate the summation of your knowledge from the course. Please also provide APA citations throughout and a reference page (following APA format will be included in the assessment of your grade). You do not need a title page for this assignment, please list your name and date on the top of the first page. Your paper will be graded on its completeness, demonstration of critical thinking, integration of course concepts, sophistication of ideas, and adherence to professional writing (i.e., APA guidelines).

Note: All assignments are to be turned in at the beginning of class and I do not accept assignments via email unless arranged ahead of time for specific/extenuating circumstances. Course Grading: Courses receiving a C and lower are not accepted for graduate credit, even though they may be computed in the GPA. Late Assignments: Outside of exceptional circumstances (medical emergency or situations discussed with the instructor) assignments turned in late will be reduced by 25% for each day it is late.

<table>
<thead>
<tr>
<th>Grade Calculation:</th>
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<tbody>
<tr>
<td>Attendance &amp; participation</td>
<td>25</td>
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<tr>
<td>In-class critique/application</td>
<td>20</td>
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<tr>
<td>Diverse perspectives</td>
<td>30</td>
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<tr>
<td>Clinical Plan</td>
<td>25</td>
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<tr>
<td><strong>Total points:</strong></td>
<td><strong>100</strong></td>
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Respect for Diversity

In order to thrive and excel, a culture must honor the rights, safety, dignity, and well-being of all members no matter their race, gender, religion, sexual orientation, socioeconomic status, national origin, religious beliefs, or physical and cognitive ability. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. To the extent possible and appropriate, this course will explore these differences in a safe, positive, and supportive environment. Some of the readings in this class do not adequately address diversity so we will be discussing how we might be able to make clinical practices more sensitive to diversity.

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:

- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the University community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university

CFT Program Values Statement:

The CFT program embraces a culture of respect and inclusion with a commitment to honoring diversity in all aspects of our program. The concept of diversity encompasses acceptance and respect in understanding that each individual is unique. Diversity includes, but is not limited to race, ethnicity, tribal affiliation, national origin, age, sexual orientation, gender, gender-expression/identity, socioeconomic status, disabilities, and spiritual/religious affiliations. We aim to honor and value diverse ways of learning, knowing, and experiencing. We also hope to create a forum where dialogues can take place that foster individual as well as collective self-awareness and growth. In keeping with our commitment to these values, we ask that everyone (students, faculty, staff and supervisors) partner in a shared responsibility to build inclusion, equity, and respect of diversity across the CFT program. This can only happen if we continue to reflect on how our cultural backgrounds and diverse life experiences influence our work with clients. Thus, while we each bring unique perspectives to our professional work, as a program we expect that our students, faculty and staff, as human service professionals, will strive toward competency in meeting our clients' diverse needs and respecting all people.

Learning Accommodations

The University of Oregon is working to create inclusive learning environments. Please notify me if there are aspects of this course that create barriers to your participation. If you have a documented disability, please provide your notification letter and meet with me as soon as possible to discuss accommodations. Students without a documented disability who are experiencing learning difficulties are encouraged to consult the Accessible Education Center (http://aec.uoregon.edu/) in 164 Oregon Hall at 346-1155 or uoaec@uoregon.edu. In addition, tutoring services and study skills training are available through the University Teaching and Learning Center (68 PLC; 346-3226; http://tlc.uoregon.edu/).

Student Conduct

All students are subject to the regulations stipulated in the UO Student Conduct Code: http://www.uoregon.edu/~conduct

This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University. The College of Education (COE) Policy Regarding Dismissal of Students from Programs is contained in the COE Academic Policies and Procedures Handbook in Section A and in the UO Bulletin. The MFT program has a specific set of policies with regard to Professional Conduct and Ethical Standards that can be found in the MFT Program Handbook. It is the students’ responsibility to review these policies.

Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment. It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or
within the College of Education you can contact Edward J. Kame‘enui, Associate Dean for Curriculum and Academic Programs, at 346-1644 or ekamee@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu. Outside the College, you can contact:

- UO Bias Response Team: 346-1139 or http://uoregon.edu/~brt/UO
- Conflict Resolution Services: 346-0617 or http://uoregon.edu/~crs/UO
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

Grievance Policy
A student, or group of students, of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

Ethical Standards of Practice
Each MFT student is expected to maintain the highest ethical standards of clinical practice, including strict adherence to the maintenance of client confidentiality. Specifically, students agree to the following:

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

Disclosure of Personal Information
The Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) requires the program to have established policies for informing applicants and students regarding disclosure of their personal information (COAMFTE Standard 140.02, 2003). With this standard in mind, I would like to highlight that in this course personal disclosures may occur. Each student should decide for him/herself what information to disclose. Students are advised to be prudent when making self-disclosures. The program cannot guarantee confidentiality of student disclosures given the group environment, although personal comments should be considered private and confidential and remain only in the classroom unless an exception to confidentiality applies.

The AAMFT Code of Ethics states in standard 4.7 (2001) that Marriage and family therapists do not disclose supervisee confidences except by written authorization or waiver, or when mandated or permitted by law. In educational or training settings where there are multiple supervisors, disclosures are permitted only to other professional colleagues, administrators, or employers who share responsibility for training of the supervisee. Verbal authorization will not be sufficient except in emergency situations, unless prohibited by law. With this in mind, the program would like to highlight those clinical supervisors who share responsibility for supervisees will share relevant information without a written waiver in an effort to provide a quality standard of supervision, maintain coherent training throughout the program, and ensure client care.

Inclement Weather Policy
In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the University’s schedule will be posted on the UO main homepage (in the “News” section) at http://www.uoregon.edu. College of Education students should contact their program department for further information.
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<thead>
<tr>
<th>Week/ Date</th>
<th>Topic(s)</th>
<th>Readings</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Class #1</td>
<td>April 4(^{th})</td>
<td>Syllabus; Introduction to the course; Family Life Cycle Framework Overview</td>
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<td>Class #2</td>
<td>April 11(^{th})</td>
<td>Family Life Cycle Framework; Impact of Pregnancy and Infant Death on the Life Cycle</td>
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<td>Guest Speaker: Amanda Harrington (via skype)</td>
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<td>Class #3</td>
<td>April 18(^{th})</td>
<td>Family Life Cycle Framework; Adoption and Family Dynamics</td>
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<td>Guest Speaker: Irie Hoffman at 10:30am</td>
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<tr>
<td>Class #4</td>
<td>April 25(^{th})</td>
<td>Family Wellness; Nutrition and Physical Activity for Families</td>
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<td>Guest Speaker: Deanna Linville (9-11:50am)</td>
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<tr>
<td>Class #5</td>
<td>May 2(^{nd})</td>
<td>Family Life Cycle Framework</td>
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<td>Guest Speaker: Graham Turner at 10:30am</td>
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<tr>
<td>Class #6</td>
<td>May 9(^{th})</td>
<td>Family Life Cycle Framework</td>
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<td>Critique/Application; Financial Stress and Wellness</td>
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<tr>
<td>Class #7</td>
<td>May 16(^{th})</td>
<td>Spirituality and Religion in Therapy: Why and how to include in clinical practice</td>
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<td>Class #8</td>
<td>May 23(^{rd})</td>
<td>Spirituality and Religion in Therapy: Assessment and Intervention</td>
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<td>Class #9</td>
<td>May 30(^{th})</td>
<td>Wellness/Readjustment for Military Families; Religious and Spiritual Issues for Military Families</td>
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<tr>
<td>Class #10</td>
<td>June 6(^{th})</td>
<td>Diverse Spiritual Perspectives--Presentations</td>
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**Readings**

- FLC Ch. 1, 2, 8, and 28
- Harrington (2010)
- FLC Chs. 12, 13, 14, 15, 16, 17 (you will be assigned **ONE** chapter)
- FLC Ch. 22
- Papernow (2006)
- Spotts-De Lazer (2013)
- Danielsdottir, Burgard, Oliver-Pyatt (ND)
- NEDA Handout
- McCoy, Ross, & Goetz (2013)
- Erickson (2000)
- Pelton & Hertlein (2009)
- Spirituality Ch. 1
- Spirituality Ch. 2
- FLC Ch. 9
- Erickson, Hecker, Kirkpatrick, Killmer, & James (2002)
- O’Hanlon (2006)
- Hodge (2005)
- Makin-Byrd, Gifford, McCutcheon, & Glynn (2011)
- Brelsford & Friedberg (2011)
- Students will receive handouts from group members
- Clinical Plan due Monday, June 9\(^{th}\), by **3pm** in my HEDCO mailbox
University of Oregon CFT Educational Outcomes

**Student Learning Outcomes:** As reflected in the CFT program’s mission statement and overall goal, students are expected to demonstrate the following knowledge and skills:

SLO1. Students will develop an understanding of professional conduct and ethical standards and will demonstrate an ability to effectively apply their knowledge in clinical practice.

SLO2. Students will develop an ability to critically evaluate the research literature and demonstrate an understanding of the relationship between research results and clinical decision making.

SLO3. Students will gain an understanding of the core theoretical assertions of couples and family therapy and will critically assess their own systems-oriented theory of change.

SLO4. Students will develop attitudes that value human diversity, will practice culturally-sensitive analysis and critical self-awareness when counseling diverse populations, and will demonstrate cultural competence in all professional activities.

SLO5. Students will develop an understanding of the unique systemically-oriented assessment and intervention competencies, will apply them effectively in practice, and will critically evaluate their own practice.

**Faculty Outcomes:** Based on the mission of the University of Oregon and the CFT program, in teaching, supervision, and interactions with students and community members, faculty are expected to:

FO1. CFT faculty will consistently receive high ratings for effective and culturally competent course instruction and clinical supervision.

FO2. CFT core faculty will meet high standards of scholarship including professional presentations, peer-reviewed publications, and the generation of knowledge through research.

FO3. CFT faculty will foster a rich learning environment that demonstrates inclusion, critical consciousness, self-exploration, sensitivity to diverse populations, and commitment to social justice.

**Program Outcomes:** The overall goal of the University of Oregon CFT program is to graduate systemically-minded, competent couples and family therapists. We value the creation of an inclusive learning environment that fosters socially-aware practitioners who, in partnership with their communities, promote social justice, systems change, and enhancement of individual well-being and community life. At the time of graduation and beyond, our program outcomes will be demonstrated in these ways:

PO1. Employers will report that CFT alumni are highly competent and well prepared for clinical practice.

PO2. Students will demonstrate critical analysis of culturally-competent, systemic practice.

PO3. Students will report high satisfaction with the CFT program, including cultural competency, high quality instruction, and career preparation.