Course Description: This course is designed to provide students with understanding in three main areas including: 1) tools for effective collaboration between CFTs and other health care providers; 2) the application of a biopsychosocial-spiritual model to clinical work with families dealing with acute/chronic illness, disability, and loss/grief; 3) and familiarity with some of the issues, terminologies, philosophies, and languages of the medical world. A collaborative approach to interdisciplinary healthcare practice will be discussed, applied, and reinforced throughout the course. In addition, students will learn some basics about different legs of medicine (alternative, psychopharmacology, stress physiology).

Course Objectives:
1. To broaden students' understanding of the biopsychosocial-spiritual approach to healthcare.
2. To develop basic understanding of various medical philosophies of healing, terminology, and ethical standards.
3. To learn when and how to apply models of collaboration to clinical situations.
4. To understand how illness, and beliefs about illness, may vary across racial, gender, sexual orientation, ethnic, cultural, religious, spiritual, and socioeconomic status groupings.
5. To become comfortable talking to clients about illness and death.
6. To increase self awareness about own family history with illness and loss and how it may affect therapeutic experiences.

Required Texts:

Recommended Texts:


Recommended Films (videos) on Illness, Loss, Recovery, and Resilience:

- Steel Magnolias
- I Never Sang for my Father
- Ordinary People
- Joy Luck Club
- If these walls could talk too
- Jeffrey
- Stories from the Quilt (AIDS memorial quilt)
- P.S. I Love You

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.

Attendance & Class Participation (SLO1):
Attendance is expected and necessary for you to do well in the class. Each student may miss one class without a penalty. I have limited the amount of out-of-class assignments purposely because this is a reading intensive course. I expect that all of you will keep up with the reading as well as be able to intelligibly talk about them in class discussions. Since this is a larger class, feel free to e-mail me with questions, reflections, comments on the course. There will be more guest speakers in this class than
what is typical in your didactic classes. My hope is that you will welcome and show your respect for each of the guest speakers and the value that they bring to your learning. I have carefully selected the guest speakers as they each have particular expertise that I feel is relevant to the objectives for the course. Finally, this class focuses on collaboration and professional relationships. One element of your overall evaluation is your ability to work collaboratively with classmates in a group setting. My expectation is that you will make every effort to work collaboratively with people who are in and outside of your cohort.

Health Genogram (SLO3, SLO4):
Construct a genogram on your own family’s health history which will also include basic genogram information as well (ethnicity, ages, religious backgrounds, substance abuse, relationship closeness, sexual orientation, etc). Some examples of questions you might ask yourself are: (a) What are some family patterns around grieving and managing illness? (b) What are ways that your family has coped with medical issues? (c) What family beliefs and rituals surround death and illness in your family? You will be asked to share your genogram with classmates in a small group format. Your grade will be based on the completion of the genogram. I realize that a number of you will have already completed a genogram for other classes so it is acceptable to use genograms you have already created as long as you examine your genogram through the biopsychosocial-spiritual lens and use questions from the medical family therapy texts to guide your exploration of patterns. If you are uncomfortable sharing your family’s health history with classmates, then you can choose to present a fictitious genogram. You will not be required to share whether the genogram is based on accurate or fictitious information. If you do choose to self disclose about your family’s history with illness, please recognize that this is a choice, not a requirement. The assignment is designed to give you practice in constructing a health genogram and experience looking for intergenerational patterns surrounding loss, health and illness with each other. I will not be collecting the genograms and will be checking off the completion of genograms during the small group discussions.

Illness Project (SLO3, SLO4):
Students will select a partner and conduct a biopsychosocial interview with an individual, couple, or family dealing with an illness (acute or chronic), a disability, or grief over the death of a loved one. Please write a short reaction paper (2-3 pages) on your experience with and what you learned from conducting the interview. In addition, each dyad needs to make copies of the following for all of your classmates: a 1-2 page fact sheet about the illness, disability or type of loss as well as a reference list (including 8-12 references). The fact sheet is a summary of the research that you conducted on the illness and the reference sheet should provide your classmates with a list of the resources available to them if they want to learn further about an illness, disability or type of loss. The fact sheet should include the following:

A. Brief explanation of the condition or topic
B. Symptoms and onset of the condition or grief
C. Short and long term effects (progression and recovery)
D. The condition/grief process viewed from a multicultural context (how do varying cultures perceive this illness/loss similarly or differently- pick a few to highlight)
E. Biopsychosocial-spiritual implications of condition or grief and influence on family
F. Potential role of a medical family therapist in working with clients dealing with the condition/ grief

I will provide examples of interview guides and questions that you might consider asking. Although none of the information obtained from the interview will be used for research or publication, I will
provide you with an informed consent to be signed by all participants. Do not interview anyone within your own family (biological or family of choice). Every year I teach this course, a few students feel uncomfortable conducting these interviews as they feel that the questions may be very sensitive and/or intrusive. However, I have never had any complaints from interview participants and most welcome the opportunity to tell their stories and share their experiences. While you will have an interview guide to follow loosely, participants can choose not to answer any questions that feel too intrusive to them and you may also choose to leave out questions that you feel are too intrusive.

Final Exam (SLO3, SLO4)
A take home final exam will be e-mailed to you on Monday, March 10th by 12p giving you one week to complete the exam which will be due on March 17th by 12p. I will also have hard copies of the final exam available for pick up in the last class on March 11th. You may use any nonhuman resource to help in the completion of the exam. You are on your honor to not consult with each other or any other person about the exam. Any violation of this honor code will result in an “F” for the course as well as other consequences delivered by the university.

Course Requirements and Evaluation:

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<tr>
<th>Area of Evaluation</th>
<th>Points (total=100)</th>
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<tbody>
<tr>
<td>1. Class Participation, Class Discussion, Attendance</td>
<td>20</td>
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<tr>
<td>2. Health Genogram</td>
<td>20</td>
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<tr>
<td>3. Illness Interview &amp; Handout</td>
<td>30</td>
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<tr>
<td>4. Final Exam</td>
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Course Grading:

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<td>A+</td>
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<td>A</td>
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Documented Disability & Request for Accommodations:
Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on the Accessible Education Center, please see [http://aec.uoregon.edu/](http://aec.uoregon.edu/).

The University of Oregon is an equal-opportunity, affirmative-action institution committed to cultural diversity and compliance with the Americans with Disabilities Act. This syllabus will be made available in accessible format upon request.
Academic Misconduct Policy:
All students are subject to the regulations stipulated in the UO Student Conduct Code (http://uodos.uoregon.edu/StudentConductandCommunityStandards/ConductCode/tabid/69/Default.aspx). 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 CFT program has a specific set of policies with regard to Professional Conduct and Ethical Standards that can be found in the CFT Program Handbook. It is the student’s responsibility to review these policies.

Respect for Diversity:
It is the policy of the University of Oregon and the Couples & Family Therapy Program 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.

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.

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, we 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 that 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.

**Conflict Resolution:**
The mission of the College of Education is to “make educational and social systems work for all.” 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. Within the College of Education, you can contact:

- Associate Dean for Curriculum & Academic Programs: 541-346-1534 / Lauren Lindstrom: lindstrm@uoregon.edu
- Dr. Surendra Subramani, COE Diversity Coordinator: 541-346-1473 / surendra@uoregon.edu

Outside the College, you can contact:
- UO Bias Response Team: 541-346-1139 or [http://uoregon.edu/~brt/](http://uoregon.edu/~brt/)
- UO Conflict Resolution Services 541-346-0617 or [http://uodos.uoregon.edu/SupportandEducation/StudentConflictResolutionServices/tabid/134/Default.aspx](http://uodos.uoregon.edu/SupportandEducation/StudentConflictResolutionServices/tabid/134/Default.aspx)
- UO Affirmative Action and Equal Opportunity 541-346-3123 or [http://aaeo.uoregon.edu/](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 ([https://education.uoregon.edu/academics/student-grievance](https://education.uoregon.edu/academics/student-grievance)) or enter search: student grievance.

**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](http://www.uoregon.edu). College of Education students should contact their program/department for further information.

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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.
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<p>| COURSE SCHEDULE |
|------------------|------------------|------------------|------------------|
| <strong>CLASS#</strong>       | <strong>TOPIC</strong>        | <strong>READINGS</strong>     | <strong>ASSIGNMENT DUE</strong> |
| <strong>CLASS #1</strong>     | Overview of Class; Mixed Cohort Learning Community; Medical FT: History and Overview What is Integrated Care? | ♦ Blackboard readings | ♦ Participation |
| Jan. 7th         |                  |                  |                  |
| <strong>CLASS #2</strong>     | Affordable Healthcare Act--- Emphasis on Integrated Care Guest Speakers: C.A. Baskerville and Lucy Zammarelli | ♦ Part I in Rolland’s book ♦ Blackboard readings | ♦ Participation |
| Jan. 14th        |                  |                  |                  |
| <strong>CLASS #3</strong>     | Mind-Body Connection Guest Speaker: Dr. Dave Clarke | ♦ Part II in Rolland’s book ♦ Blackboard readings | ♦ Participation |
| Jan. 21st        |                  |                  |                  |
| <strong>CLASS #4</strong>     | Biopsychosocial-spiritual Model for illness/disability | ♦ Part III in Rolland’s book ♦ Blackboard readings | ♦ Participation |
| Jan. 28th        |                  |                  |                  |
| <strong>CLASS #5</strong>     | Psychopharmacology Guest Speaker: Dr. Joe | ♦ Part III in Rolland’s book ♦ Blackboard readings | ♦ Participation |
| Feb. 4th         |                  |                  |                  |</p>
<table>
<thead>
<tr>
<th>CLASS #6</th>
<th>Feb. 11th</th>
<th>Models of Collaboration: Strengths and Challenges / Examining your own experience with illness, loss and disability</th>
<th>Blackboard readings</th>
<th>Genogram due</th>
<th>Participation</th>
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| CLASS #7 | Feb. 18th | Naturopathic/Alternative Medicine  
Guest Speaker: Dr. Andrew Elliot (9:00am-10:30am)  
Medical Family Therapy Interventions;  
Our Role in the Patient Doctor Relationship | Blackboard readings | Participation |
| CLASS #8 | Feb. 25th | Death/Dying/Bereavement | Blackboard readings | Participation |
| CLASS #9 | March 4th | Death/Dying Bereavement; Effects on Therapist  
Working with children's grief. Guest Speakers: Jen Walsh (9-10:30a); Tiffany Brown (10:45a-11:50a) | Blackboard readings | Participation |
| CLASS #10 | March 11th | Illness Projects  
Eating Disorder Intervention | Participation | Illness Project due |

The final exam should be handed in by 12pm on Monday, March 17th.

*** The contents of this syllabus may be altered as deemed appropriate by the instructor throughout the course. You will be notified of any changes.
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.