

questions ready, so as to be respectful and professional. Be sure to get their permission first if you plan to record the interview.

-OR-

- **Research** – through a review of the scholarly literature – the experiences of PCPs or specialists (M.D.s, D.O.s, Physician Assistants, or Advanced Nurse Practitioners) or Nurses (LPNs or RNs) treating patients with chronic or terminal illness.
 - **NOTE:** If you research for this assignment, you need to read 5 scholarly sources (as explained in assignment #2 above) and include a minimum of 5 scholarly citations within your paper and in your References page.
- It is **preferred** that you **interview** a PCP or Nurse for this assignment. However, if you are unable to schedule with a PCP or Nurse, or would prefer, you can research their experiences for this paper. I encourage you to push yourself out of your comfort zone for this assignment.
- This assignment, whether you are typing up what you learned from the interview or typing up what you learned from your research, will be written in APA style. Follow the instructions and reminders for writing an APA style paper as found in the expectations for Assignment #2 above.
- Be sure to address the following in your interview or in your research, and share **each** of these in writing your paper (or else points will be deducted; use these as headings to be sure each is covered):
 - What experiences stand out for PCPs/specialists or Nurses when working with patients battling with chronic or terminal illness? For example, do specific patients/cases stand out? Have them tell you some stories while protecting patient confidentiality. (If you're interviewing a PCP or Nurse, please be sure to use false names of patients.)
 - What was it about the specific case that made it stand out for them?
 - If no specific cases stood out, what general things stood out for them?
 - How did/does their work with patients and their families battling with chronic/terminal illness affect them/touch them?
 - What did/do they learn from their work with patients and families battling with chronic/terminal illness? In other words, what lessons do/did they learn from their work with patients and their families?
 - **FOR STUDENTS WHO TAKE PART IN AN ACTUAL INTERVIEW**, be sure to ask the person you interview:
 - What advice do they have for a future mental health clinician who will likely work with clients battling with chronic/terminal illness? In other words, what important considerations would they recommend to a future mental health provider?

- What are their views on collaborative health care (i.e., MedFT)? You may have to explain briefly what this means, so they understand your question. Summarize their views.
- FOR STUDENTS WHO RESEARCHED (DID NOT INTERVIEW) PCPs' AND NURSES' EXPERIENCES:
 - What does the research say are important considerations for or things that medical and mental health providers should know about when working with patients affected by chronic/terminal illness? (If there is nothing specific in the literature you read, draw some conclusions/considerations from your research and report them in this section of the paper.)
- A rubric for this assignment will be posted in Canvas during the second week of class.
- Be sure you write this paper using all aspects of APA style (i.e., title page, References page, 12-point and Times New Roman font, 1-inch margins on top, bottom, and sides, Running head in 12-point Times New Roman, and in-text citations).
- **DUE DATE: This assignment is due by 11:59 pm Pacific on Tues, November 19.** Submit this assignment through Canvas and also email a copy of it to me, in case it doesn't submit properly through Canvas.
- This assignment, if completed after the deadline, will lose 15% (of the total points possible) per consecutive day it is late. Refer to the late policy near the beginning of the syllabus.

#4: Interview with a Patient. Worth 80 points.

For this assignment, you will type a 4-5 page (do not make it longer than 7 pages) double-spaced APA style paper (not including the title page and References page) in which you will do **each** of the following:

- Interview someone with whom you are familiar or not familiar at all, who has or had a serious illness, or who currently battles with a chronic or terminal illness. However, do **NOT** interview a classmate for this assignment. The interview should last **approx. 25-35 minutes**.
- If you interview a friend or family member, please treat this assignment as if you are interviewing a client. Of course, please be respectful and professional during your interview, even if this is with someone you know.
- Be sure to ask the person you interview if you have their permission to use their name in the paper or if they would prefer to remain anonymous. This is very

important to include and then write about in your paper. If you do not mention if they gave you permission to use their name, I will deduct points.

- Ask the person open-ended questions about their experiences with the illness. When interviewing the person, please be sure to address each of the following (you can always ask more questions of your own after you ask the ones below, if you like and if time permits; use the following questions [or portions of them] as headings in your paper):
 - What illness do they battle with and/or did they battle with?
 - How was this diagnosed and by whom?
 - How did they know something wasn't quite right, which warranted medical attention? (In other words, what symptoms did they start to experience? And/or did others close to them notice signs that something wasn't quite right?)
 - What did they experience (or are they experiencing) while receiving medical assistance?
 - What were their experiences generally when working with a doctor and/or medical team? In other words, did/do they have positive experiences? If so, what were the positive experiences?
 - If they were not positive or helpful, what happened? What things could/can the doctor or medial team do to be more helpful?
 - How has the illness affected them biologically, psychologically, socially, and/or spiritually (assessing using the Biopsychosocial-spiritual model)?
 - What things have helped them deal and cope with the illness?
 - What advice do they want to share with you as a future mental health professional, who will likely work with clients/patients battling with chronic/terminal illnesses?
 - **BE SURE TO ALSO INCLUDE IN YOUR PAPER (These are based upon you as the interviewer; you can use "I" or "me" or "my" in this section of the paper):**
 - What was it like for you to sit with this person and talk about the illness with which they battled, or currently battle, and their experiences with it?
 - In other words, what did you think and feel during the interview?
 - What other questions do you wish you had asked this person after the interview ended?
 - What things will you remember from this interview and will you use in your future work as an MFT?
- A rubric for this assignment will be posted in Canvas during the second week of class.

- Be sure you write this paper using all aspects of APA style (i.e., title page, References page, 12-point and Times New Roman font, 1-inch margins on top, bottom, and sides, Running head in 12-point Times New Roman, and in-text citations).
- **DUE DATE: This assignment is due by 11:59 pm Pacific on Tues, December 10.** Submit this assignment through Canvas and also email a copy of it to me, in case it doesn't submit properly through Canvas.
- This assignment, if completed after the deadline, will lose 15% (of the total points possible) per consecutive day it is late. Refer to the late policy near the beginning of the syllabus.

#5: Student Presentations & Handout. Worth 70 points (Part 1 is worth 60 points and Part 2 is worth 10 points).

- This is a two-part assignment: For Part 1, you will prepare and give a brief 15-minute (no longer than 18 minutes) presentation using PowerPoint about your #4: Interview with a Patient assignment **during final exam week**. For Part 2, you will prepare a handout that highlights the main points of your presentation/PowerPoint.
 - IMPORTANT: The handout will **NOT** just be an outline of your PowerPoint presentation.
 - The handout needs to be different than the PowerPoint and also include references as well as additional resources (i.e., medical websites with more information about the medical condition, support groups for those with the medical issue, etc.). If you have specific questions about the handout, please email me ahead of time.
- The date/time for the **in-class student presentations**, which will take place during final exam week, will be decided upon by Dr. Garrett and announced during the second week of class this term. In your presentation, be sure to address each of the questions you addressed in your paper above. I ask that you each keep the slides in your PowerPoint simple and succinct. A rubric for your presentation will be posted in Canvas during the second week of class. You need to bring copies of your handout with you to your presentation and have enough copies for classmates and 1 copy for Dr. Garrett. If you do not bring these to your presentation or do not follow instructions, you will lose points on Part 2 (the handout). A rubric will not be used to grade your handout. However, points will be deducted on Part 2 (the handout) if you do not follow the instructions for this, as found here.

Earning Back Points Opportunity. Worth 5 points or up to the full points possible on the assignment.

This opportunity is **not** mandatory. If a student did not do as well as they would have liked on a writing assignment (not the ignite presentation and not the Discussion Board posts), the student will take their graded writing assignment (only **one** writing assignment per term) to the Student Success Center on the second floor of the library on the Klamath Falls campus. You will meet with a writing consultant and review the assignment with them. They will complete a "half sheet" after you meet with them. You will then give me this half sheet and I will add 5 points to the original writing assignment score or will give you the full points possible (I will not give extra credit, so you cannot earn more than the assignment is worth). This opportunity needs to be utilized before the end of the term. Specifically, if you want to take advantage of this opportunity, the half sheet needs to be given to me **no later than 5:00 PM pacific on Friday, December 13, 2019**. You can scan and email the half sheet to me, or can simply slip the hard copy half sheet under my office door (Semon Hall 105) or place it in my mailbox in Semon Hall 127. There are no exceptions to this deadline.

Course Schedule

IMPORTANT: While I will try to follow the below Course Schedule for the Fall 2019 term, things may happen that will require me to alter or revise the schedule. I reserve the right to make such changes, as needed. If things need to be changed on the schedule, these will be announced to students via a Canvas announcement and email. A revised/amended course schedule may also be emailed to students and/or posted in Canvas.

Course Schedule – Fall 2019 Term	
Module (Week/Dates)	Focus/Readings/Assignments Due
1 (Sept 30- Oct 4, 2019)	• Shuman: Preface, Chapter 1 • McDaniels, Hepworth, and Doherty: Chapters 1, 2, and 3 • Doherty, McDaniel, and Baird (1996) Article – PDF is found in Canvas for Week/Module 1
2 (Oct 7-11, 2019)	• Shuman: Chapter 2 • McDaniels et al., Chapters 4, 5, and 6
3 (Oct 14-18, 2019)	• Shuman: Chapter 3 • McDaniels et al., Chapter 7, 8, and 9 • Kafka (1915) <i>The Metamorphosis</i> – URL to this story is found in Canvas for Week/Module 4

4 (Oct 21-25, 2019)	• Shuman: Chapter 4 • McDaniels et al., Chapters 10, 11, 12, and 13 • #1 – PART 1 – QUESTION 1 (Initial Post) DUE BY 11:59 PM PACIFIC ON TUES, OCTOBER 22
5 (Oct 28-Nov 1, 2019)	• Shuman: Chapter 5 • McDaniels et al., Chapters 14, 15, and 16 • #1 – PART 2 – QUESTION 1 (Responses to 2 classmates' posts) DUE BY 11:59 PM PACIFIC ON TUES, OCTOBER 29 • #2 – CHOOSE YOUR TOPIC: SIBLINGS OR CAREGIVERS DUE BY 11:59 PM PACIFIC ON TUES, OCTOBER 29
6 (Nov 4-8, 2019)	• Shuman: Chapter 6 • McDaniels et al., Chapters 17, 18, and 19 • Bischof, Mohr, and Lieser Article – PDF found in Canvas in Week/Module 6 • #1 – PART 1 – QUESTION 2 (Initial Post) DUE BY 11:59 PM PACIFIC ON TUES, NOVEMBER 5
7 (Nov 11-15, 2019)	• Shuman: Chapter 7 • McDaniels et al., Chapters 20, 21, 22, and 23 • #1 – PART 2 – QUESTION 2 (Responses to 2 classmates' posts) DUE BY 11:59 PM PACIFIC ON TUES, NOVEMBER 12
8 (Nov 18-22, 2019)	• Shuman: Chapter 8 • McDaniels et al., Chapters 24, 25, and 26 • #3 – YOUR CHOICE: INTERVIEW WITH A PCP OR NURSE -OR- RESEARCH RE: PCP OR NURSE DUE BY 11:59 PM PACIFIC ON TUES, NOVEMBER 19
9 (Nov 25-29, 2019)	• Shuman: Chapter 9 • McDaniels et al., Chapters 27, 28, and 29 • #1 – PART 1 – QUESTION 3 (Initial Post) DUE BY 11:59 PM PACIFIC ON TUES, NOVEMBER 26
10 (Dec 2-6, 2019)	• Shuman: Chapter 10 • McDaniels et al., Chapters 30, 31, and 32 • #1 – PART 2 – QUESTION 3 (Responses to 2 classmates' posts) DUE BY 11:59 PM PACIFIC ON TUES, DECEMBER 3
11 (Dec 9-12, 2019; FINALS WEEK)	• Shuman: Chapter 11 • McDaniels et al., Chapters 33, 34, and 35 • #4 – INTERVIEW WITH A PATIENT DUE BY 11:59 PM PACIFIC ON TUES, DECEMBER 10 • #5 – STUDENT PRESENTATIONS (will be given in class on a date that will be announced during the second week of class)

Grading:

Your grade in the course is based upon how well you do on the below assignments. The below assignments are aimed at helping you attain the Student Learning Outcomes for this course and the MS MFT program. The grade you are given in the course is the grade you earn. There will be no extra credit opportunities in this course. If I incorrectly enter a grade in Canvas, please notify me immediately. Assignment grades will be posted in Canvas throughout the term, so you can track your grade in the course and know where you stand.

Your grade in this course is based upon the following assignments:**Worth:**

#1: Discussion Board Posts and Responses.....	60 points
#2: Choose Your Topic: Siblings -OR- Caregivers of Juvenile Patients with a Serious Illness Assignment.....	80 points
#3: Your Choice: Interview with PCP or Nurse -OR- Research.....	80 points
#4: Interview with a Patient.....	80 points
#5: Student Presentations & Handout.....	70 points

TOTAL = 370 points*****You will be assigned a letter grade based upon the following point total ranges (no exceptions):**

A = 335-370 (90-100%)

B = 298-334 (80-89%)

C = 261-297 (70-79%)

D = 224-260 (60-69%)

F = 0-223 (0-59%)

MISCELLANEOUS ISSUES OF IMPORTANCE**This Syllabus is a Contract for This Class**

Students are responsible not only for the syllabus content for each course in which they are enrolled, but also for the general expectations and behaviors expected of all OIT students. Please refer to the current copy of the OIT Student Handbook found at <https://www.oit.edu/docs/default-source/Student-Affairs-/student-handbook/student-conduct-code.pdf> to review these guidelines.

Canvas Technical Difficulties

If you have Canvas technical questions, contact is the OIT helpdesk at helpdesk@oit.edu or phone 541.885.1470. For further information, please refer to our [webpage](#) or email our office at de@oit.edu. Be sure to follow this link to check your [System Requirements](#). You should also edit your pop-up blocker settings to allow pop-ups from Canvas.

OIT Disability Statement

Students with a documented disability who require assistance or academic accommodations should contact the office of Disability Services immediately to discuss eligibility. Disability Services staff are located on both the Klamath Falls and Wilsonville campuses and arrangements can be made to meet with students on any campus. Meetings are by appointment only, so please contact the Disability Services office by calling Drew Tessler, the Disability Services Specialist at (541) 851-5227 or emailing him at drew.tessler@oit.edu. Specific information and Disability Services forms can be found at www.oit.edu, then go to "Academics" and click on "Student Success Center" and then "Disability Services." This link leads to the department's website: <http://www.oit.edu/academics/ssc/disability-services>

Student Academic Integrity Statement

Students are expected to demonstrate their knowledge with honesty and integrity. Oregon Tech considers academic dishonesty to be an unacceptable practice. The complete Oregon Tech Student Academic Integrity Policy is available on the Oregon Tech web site: <https://www.oit.edu/campus-life/student-affairs/student-resources/student-academic-integrity>

Students Must be Enrolled to Attend Class

Those who are not enrolled in a particular class may not attend class sessions.

Disrupting the Academic Environment

Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other institutional activities, including the Institution's public service functions or other authorized activities on institutionally owned or controlled property is strictly prohibited by Oregon Tech's code of student conduct and may result in disciplinary action.

Withdrawing from the Class

If you need to withdraw from this course for a myriad of reasons, please speak with me first. The University has a policy about drop dates and how much can be refunded, etc. Please refer to the Academic Calendar 2019-20 found on OIT's website for these dates and it is also recommended that you refer to the Cashier's Calendar for such dates. Also, if you end up withdrawing from the class, as

this program only offers classes at certain times, you may need to wait a year before you can retake the class. If you need to withdraw from the course, after you speak with me, we will also visit with the MS MFT program director, Dr. Kathleen Adams, about the circumstances and about how to proceed.

Please note that it is your responsibility to drop the course via Web for Students after discussing this with Dr. Garrett and Dr. Adams. Starting from the day upon which classes begin for the term for complete or partial withdrawal:

- 100% refund for courses dropped before the close of the 12th calendar day of the term (2nd Friday).
- 50% refund for courses dropped before the close of the 19th calendar day of the term (3rd Friday).
- 25% refund for courses dropped before the close of the 26th calendar day of the term (4th Friday).
- No refund for courses dropped after the 26th calendar day of the term (4th Friday).

If you decide to drop after the first week, please email your request to Oregon Tech Online online@oit.edu and include the course name and number as well as your student ID.

(See more on next several pages)

Inclement Weather

As inclement is usual and expected in the Klamath Falls area during the late fall, winter, and early spring, there may be times when Oregon Tech will be closed or when classes are canceled. If the weather conditions are bad and you are not sure if class will be held, please look for alerts on OIT's website: oit.edu. Also, be sure to check Canvas announcements and your OIT email account for updates from me and/or the University. If the power is out and you are not sure whether class will meet, you can call my office phone (541-885-1010) or the Department of Humanities & Social Sciences (541-885-1395). If you are not able to contact anyone at either phone number and/or do not hear back within a reasonable amount of time, there is a good chance the University is closed and class will not meet that day. If class is canceled, I may require everyone to make up an assignment for the missed class (even though it is excused). If an assignment is required (which will be emailed to everyone), you will need to finish it by the deadline given to you or else you will not get credit for completing it and will not pass the class. If the weather is bad and the University is not closed or classes are not canceled, I will typically send out a Canvas announcement and email to your OIT account and inform you that travel to class is up to your discretion. However, attempts, within reason and using your best judgment, should be made to attend each and every class. If you miss class due to inclement weather using your judgment and the class meets, I will ask you to complete a make-up assignment. If this is assigned to you, you will need to complete it by the deadline or you will not get credit for it and therefore will not complete the class. Also, if you are unable to submit an assignment electronically because the power is out, please inform me of this as soon as possible. I will work with you on a case-by-case basis if this happens and will most likely give you an extended deadline by which you will need to submit your assignment.

Cell Phones

Ringling / vibrating phones, glowing screens, and the operation of electronic devices are disruptive influences that disturb the learning environment. Electronic devices can be checked during breaks.

- Cell phones should not be visible in class and should never be heard ringing in the classroom. Out of respect for your fellow students and for the instructor, turn them off before coming to class.
- Do not send or read text messages during class.
- If, as a result of a personal emergency, you are expecting a truly important call during a class, inform the instructor in advance, set the cell phone to the vibrate mode, and sit in the back of the group if possible. If a call does come in, excuse yourself as unobtrusively as possible to take the call. Taking calls during class must not become routine; it is acceptable only during legitimate emergencies.

- If you use a laptop or tablet to take notes in class, do not surf the web or check emails, etc. Please respect my time and the time of your classmates. You can check email and surf the web during breaks or after class.

Title IX Information Oregon Tech Commitment

Oregon Tech is committed to creating and maintaining an environment free of all forms of exploitation, intimidation, harassment, and sexual harassment which includes sexual violence. Such behaviors are not tolerated by Oregon Tech, and are prohibited by law and Oregon Tech policies.

If you or someone you know has been sexually assaulted, has experienced sexual harassment, domestic violence, dating violence, stalking, or some other form of sexual violence or misconduct, we encourage you to report the situation to at least one of the options (see campus links below).

Oregon Institute of Technology does not discriminate on the basis of race, color, ethnicity, national origin, gender, disability, age, religion, marital status, sexual orientation or gender identity in its programs and activities.

End of Term Course Electronic Evaluations

To help OIT continually improve courses and instruction, students are asked to complete anonymous online evaluations for each course. Students will be able to access evaluations during the 9th week of the term by clicking the "Course Evaluation" button on TechWeb or via the link:

<https://oit.campuslabs.com/courseeval/>

Student Support Services

Library and Research Support

Oregon Tech libraries provides student-centered, quality services and collections in order to promote the creation and use of knowledge. Not sure if a website is a good source? Ask them! Need a book or journal article, but don't know where to start? They've got it! From books to eBooks and online journal articles, OIT's spectacular library staff can save you time and energy, and help you succeed in your classes. Contact them by phone, email, online chat, or in person at the Klamath, Wilsonville, and Shaw Historic Library locations. Learn more at <https://www.oit.edu/libraries>

OIT Assessment & Testing Centers

Testing Services provides a secure, equitable and professional testing environment that adheres to the Standards and Guidelines of the National College Testing Association and Oregon Institute of Technology and provides a quiet atmosphere for many exams including exams for online classes. Offices are available

on the Klamath and Portland-Metro campus'. * To access Klamath services please visit:

<https://www.oit.edu/academics/ssc/testing-services>

Peer Consulting/Tutoring & Writing Center Services

OIT offers free peer consultant/tutoring services to all currently enrolled students. Services include drop-in visits, as well as scheduled and online options. Peer consultant tutors can work with students to help them understand coursework and prepare for exams. Find out more at:

<https://www.oit.edu/academics/ssc/peer-consulting-services>

Counseling Resources

OIT provides personal counseling focuses on concerns such as depression, anxiety, self-esteem, relationship problems, and managing stress. Services are available at the Klamath and Portland-Metro campus locations. Access more information at this address: <https://www.oit.edu/campus-life/student-health/counseling>

OIT Campus Security

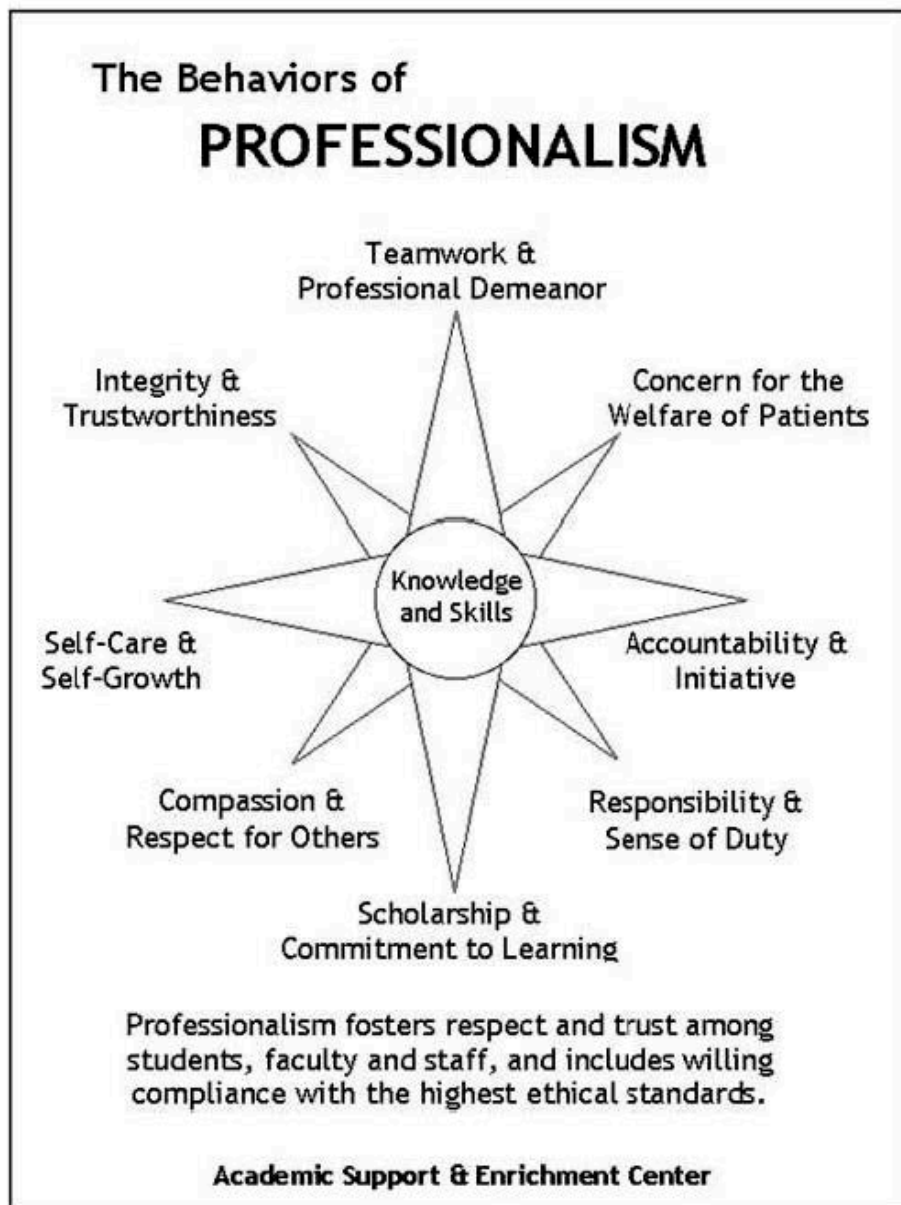
Oregon Tech is committed to providing safe campuses for all students. Currently in place is the OIT ALERTS system that provides information relating to an emergency on your specified OIT campus location. This information is delivered electronically through student email or via text. Students can opt into voicemail and text messaging through their accounts via <https://www.oit.edu/oit-alert>

Campus Safety patrol officers are available 24/7 for any concern, including disability issues that need immediate resolution or assistance. A "Night Ride" assistance program is also available 24/7 for any person that needs an escort from one area to another on campus.

In the event of an emergency notification, students on campus, as well as those just arriving on campus, should proceed with caution to avoid the emergency area. Students should pay close attention to the emergency information, and adhere to instructions that may be given during the alert.

Students are encouraged to report any emergency (medical, criminal, behavioral, etc.) that is cause for action. Do this by calling 911 regardless of which campus you are on. If possible, also notify Campus Security at 541-885-0911 (541-885-1111 for non-emergency). OIT campuses have security personnel available 24/7.

(See information about professionalism on next several pages.)



Personal and Professional Competency

The personal and professional competencies listed below are those that Oregon Tech MFCT students are expected to demonstrate throughout this course and the MFCT program. Students will be evaluated on an ongoing basis regarding concerns related to these and /or other relevant competencies. Significant deficits in any of the following areas, as determined by the instructor and MFT Director may result in a failing grade for the course.

Ethics

- The student's behavior is consistent with the professional attitudes and behaviors outlined in the American Counseling Association Code of Ethics.
- The student conducts self in an ethical manner so as to promote confidence in the MFCT profession.
- The student relates to peers, professors, and others in a manner consistent with professional standards.
- The student demonstrates sensitivity to real and perceived differences between themselves and others.
- The student does not exploit or mislead other people during or after professional relationships.
- The student recognizes the boundaries of his/her particular competencies and the limitations of her/his expertise.
- The student takes responsibility for compensating for her/his deficiencies.
- The student has basic technology skills in order to utilize email and internet-based systems when required; the student also has regular access to a computer with an internet connection and finds alternative options if there is a temporary or long-term disruption in this access.
- The student demonstrates adequate writing and speaking skills, and seeks assistance with any deficits identified in these areas that would prevent successful completion of a graduate program.

Maturity

- The student demonstrates appropriate self-control (such as anger control, impulse control) in communications and relationships with faculty, peers, and clients.
- The student demonstrates honesty, fairness, and respect for others.
- The student is aware of her/his own belief systems, values, needs, and limitations and the effect of these on his/her work.
- The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.
- The student demonstrates the ability to express feelings effectively and appropriately.
- The student exhibits appropriate levels of self-assurance, confidence, and trust in her/his own ability.
- The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.

Integrity

- The student refrains from making statements that are false, misleading, or deceptive.
 - The student respects the fundamental rights, dignity and worth of all people.
 - The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.
 - The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.
 - The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.
- Adapted from University of Virginia Counselor Education Program

NOTE: Many of the assignments in this course are adapted from those in a similar course at Cameron University in their MSBS degree.



Oregon Institute of Technology
MS MFT 568
Medical Family Therapy in Rural Areas II
Winter 2020 Term

Instructor Name: Kevin C. Garrett, Ph.D., LMFT, AAMFT Approved Supervisor

Office: Semon Hall 105 (SE 105)

Phone: 541-885-1010*

Email: kevin.garrett@oit.edu*

Office Hours:

Wednesdays, 1:00-3:00 PM**

Thursdays, 12:00-2:00 PM**

***If these times do not work for your schedule, please email me and we will work out a time to meet that will work with both our schedules.*

Best Way to Contact:

Email is the preferred way to contact me. If you email me, I require that you use appropriate grammar, spelling, punctuation, and upper and lower case. Do not write an email like you are texting me. Remember, the tone in an email is often hard to decipher. Therefore, please proof read your email before sending it to me. Make sure your emails and correspondence to me are respectful. My correspondence and communication with you will always be respectful. You can call me on my office phone, as well. I am generally very prompt in replying to your emails or voicemails.

NOTE: It is important that you check your OIT email daily, as this is how I will send updates and will communicate about this course.

**It is my policy to return emails and voicemails within 24 business hours, unless I am out of the office, traveling, or ill.*

PLEASE KEEP A COPY OF THIS SYLLABUS FOR YOUR RECORDS.

Catalog Course Description:

Continuation of coursework started in MS MFT 566 on the study of the knowledge and skills required to work in the rapidly developing multidisciplinary field of medical family therapy. Includes emphasis on addressing rural mental health care needs with integrated health care teams that address biomedical and psychosocial needs of the whole person and family system.

Student Learning Outcomes (Course):

Upon successful completion of this course, students will be able to

MFT 507.1. Apply the biopsychosocial-spiritual approach to helping an individual, couple, or family affected by chronic or terminal illness.

MFT 507.2. Describe how local agencies utilize collaborative forms of health care to benefit patients/clients.

MFT 507.3. Describe how therapeutic interventions can be informed by the family's developmental stage and the illness's psychosocial typology.

MFT 507.4. Describe how working with families around their illness beliefs can help them.

Oregon Tech MS MFT Student Learning Outcomes (Program):

Please refer to the full descriptions of each student learning outcome below in the 2018-2019 Student Practicum Manual on page 5.

Student Learning Outcome 1. Professionalism; B. Cultural Awareness; Cultural Humility.

Student Learning Outcome 4. Clinical Skills.

Student Learning Outcome 6. Diagnosis & Assessment: A. Diagnosis. Diagnosis & Assessment: B. Assessment.

Credit Value: 3

Required Materials:

The following (below) textbooks are required for this course. Other articles and additional readings will be given to students in class and/or posted in the course Canvas shell. All additional readings will be announced via Canvas and email.

Rolland, J. S. (1994). *Families, illness, and disability: An integrative treatment model*. New York: Basic Books.

ISBN 0-465-02915-9

Wright, L. M., Watson, W. L., & Bell, J. M. (1996). *Beliefs: The heart of healing in families and illness*. New

York: Basic Books. ISBN 0-465-02317-7

Class Format:

Blended (course primarily utilizes an online format, but several mandatory face-to-face meetings will be scheduled and take place throughout the term; the dates/times of the mandatory face-to-face class meetings will be announced during the first week of class).

Course Requirements:

PROFESSIONALISM:

It is expected that students will address concerns directly with faculty and/or fellow students before bringing concerns to other faculty or university staff or administration. Directly addressing concerns with those directly involved is a hallmark of professionalism. Please remember that you will be representing the MFT profession and Oregon Tech while you're a student as well as when you complete your degree. Therefore, you are expected to act in ways that are above reproach.

FULL-TIME GRADUATE STUDY: OBLIGATIONS AND PRIVILEGES

ATTENDANCE REQUIREMENTS

Attendance requirements for students or penalties for missing classes appear on course syllabi. A policy, clearly outlined at the outset of the course, may prevent any misunderstandings; a hastily composed policy after a student's repeated absences can cause needless friction.

Unlike undergraduate education programs, Oregon Tech's MS MFT program is a clinical training graduate program ~ heavily experiential, interactive and relational, with one class building on the previous class. Students must attend, and fully participate in every meeting of each class, on time. Class participation is both an obligation and a privilege.

Because the MFT program recognizes the diverse responsibilities of adult learners, and recognizes that unexpected and unavoidable absences may occur, the following class attendance policies have been developed.

- The three credit hour graduate course is universally understood to mean 30 hours of face-to-face classroom work across the course of one academic term, or its equivalent in online and blended courses.
 - Final grades reflect participation in the 30 hours of required classroom instruction.
 - Missing more than 10% of the face to face components of any course will make it difficult to earn an "A" in the course.

MISSED CLASSES MEAN LOWER GRADES

Absence from more than 10% of live course components, for any reason, may result in a lower final grade.

- For example, students with a final grade of "A", may receive a "B". Students with a final grade of "B", may receive a "C".
- In all cases, the student must notify the instructor as soon as possible if an absence or tardiness cannot be avoided.
- Opportunities to "make up" missed course experiences are seldom possible; and may, or may not, be arranged at the discretion of the instructor.

FEW EXCEPTIONS

Exceptions to these attendance policies, involving extreme circumstances, are very unusual. Exceptions may be considered on a case by case basis.

Extreme circumstances may include

- Death or major illness in a student's immediate family
- Illness of a dependent family member
- Illness that is too severe or contagious for the student to attend class
- Required participation in an authorized professional activity related to the field (e.g., attendance at conferences, academic presentations)
- Required participation in military duties

- Participation in legal proceedings that require the student's presence
- Religious holy day

Extreme circumstances do not include

- Struggles with time management
- Forgetfulness
- "Self-care"
- Misunderstood expectations
- Family birthdays or other family celebrations
- Activities of family members
- Travel
- Vacations

CONSEQUENCES OF EARNING LESS THAN A FINAL GRADE OF B

- Because the curriculum is sequential, with one course building on another, students must earn a B or better in each course before progressing to the next course in the sequence.
- Students may formally petition the MS MFT Director to repeat a course in which less than a B is earned. (Students must contact the MS MFT Director to obtain the required petition form.)
- Students granted permission to repeat a course will be placed on a leave of absence from the program until the course is next offered. Courses are offered once annually.

COURSEWORK PREPARATION: FULL TIME GRADUATE STUDY

The MS MFT program is a rigorous full time graduate program, requiring a commitment of at least 36 hours of study weekly.

- For each hour in class, students can anticipate that they will spend at least 3 additional hours a week preparing for class.
 - For one 3 credit course, this is a total of at least 12 hours a week
 - For three 3 credit courses, this is a total of at least 36 hours a week

COURSEWORK EXPECTATIONS: ASSIGNMENTS

Students must come to each class meeting fully prepared for well-informed class participation, with completed assignments

- Students must complete all assignments, readings, etc., as they are due, as indicated by each instructor in each course syllabus

- ⦿ Unless instructors have indicated otherwise in their course syllabi, late assignments will not be accepted, reviewed or graded. Missed assignments mean lower final grades.

Approval for late assignments may be awarded in the case of extreme circumstances. See above for examples of extreme circumstances. Students may formally petition the course instructor to allow for late submission of assignments, who may or may not approve late submission.

TARDINESS POLICY

Instructors will consider repeated late arrivals and early departures as absences, which will result in a lower grade.

Assignments:

The following assignments are required this term. Students are expected to turn in assignments by their respective due dates. While students are expected to keep up with assignments, I am aware that unforeseen circumstances arise, which may prevent students from completing an assignment on time. However, these should be rare occurrences (if this becomes a pattern, faculty may talk with the student). If an emergency situation arises, which prevents you from completing an assignment on time, please speak with me immediately. If I feel the reason is valid, I will give you an opportunity to submit it at a later date. If your assignment is not turned in by the new deadline given to you, you will lose points on the assignment. Each extension given by me will be handled on a case-by-case basis and I reserve the right to approve or not approve of the extension. If you turn in an assignment late, I will deduct 15% (of the total points possible on the assignment) per consecutive day it is late. If you submit an assignment after 11:59 PM on the day it is due, it will be counted as late. For example, if you turn your paper in 2 days late, 30% will be deducted on it. Unless otherwise instructed by me in the syllabus (or in the instructions for each specific assignment), each paper needs to be written in APA style. Refer to the American Psychological Association (2019) Publication Manual or Purdue University's Owl APA Style website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for help with writing in APA style. Unless I specify otherwise, I will return your graded assignments to you within 7 consecutive days of the due date.

Course Assignments:

The following are the assignments to be completed this term.

Assignment #1: Discussion Board Posts & Responses to 2 Classmates' Initial Posts. Worth 40 Points (Part 1 is worth 20 points [10 points for each initial post] and Part 2 is worth 20 points [each of your replies to a classmate's initial post is worth 5 points]).

PURPOSE: To help you learn and apply course material, and to discuss this with classmates and Dr. Garrett.

- This is a two-part assignment: For Part 1, you will post responses to 2 discussion board questions that are due at different times throughout the course of the term. The due dates for these are found below. For Part 2, you will respond to 2 classmates' initial posts for the 2 initial posts (Part 1) throughout the course of the term. The due dates for each of your 2 responses to classmates' posts are found below.
- Be sure not everyone in the class responds to the same person's post (i.e., I do not want everyone to respond to the same 2 students' posts). In your 2 responses, the expectation is that you will be respectful, and that you will do one, or a combination, of the following: (1) make a comment or share a reaction to something specific that each classmate said; (2) pose a question about something they said; and/or (3) pose a question re: clarification about what they said.
- **IMPORTANT:**
 - If you only respond to classmates' posts with "I agree" or "I disagree," you will not earn points on this assignment. You can start off your response with "I agree," but then follow it up with what you agree with and why you agree, or why you don't agree, etc.
 - In your response to the initial questions posed, reprint each question then your answer beneath it. This will ensure that you respond to each question. If you do not respond to each question, you will lose points. NOTE: If you do not reprint each question in your initial post, you will lose points.
- A rubric will be used to grade this assignment and will be posted in Canvas during the first week of the class. If you respond to each classmate's post (2 of them) and show in your response that you put some thought in it, you will earn the full points.
- The initial questions to answer for this assignment (Part 1) are found in the "Discussions" tab in the course Canvas shell.
- After you post your initial response to the questions, you will then be able to view other classmates' initial posts.
- **Here are the DEADLINES for each of the aforementioned parts:**
 - **Part 1** (your initial post to the discussion board questions)
 - **Question #1** – due by 11:59 pm Pacific on Tues, Jan 21.
 - **Question #2** – due by 11:59 pm Pacific on Tues, Feb 18.
 - **Part 2** (your response to 2 classmates' posts for each question)

- **Question #1** – due by 11:59 pm Pacific on Tues, Jan 28.
- **Question #2** – due by 11:59 pm Pacific on Tues, Feb 25.
- This assignment, if completed after the deadline, will lose 5 points per consecutive day it is late. NOTE: If your assignment or a part of this assignment (i.e., if you don't respond to the 2 posts before the deadline) is posted after 11:59 PM of the due date, you will lose points as per the late policy found herein.

Assignment #2: Two (2) Shadowing Experiences & Completing a Shadowing Experience Reaction Worksheet for Each One. Worth a Total of 200 points (Part 1: Each Shadowing Experience is Worth 80 Points [160 Points Subtotal] and Part 2: Each Worksheet is Worth 20 Points [40 Points Subtotal]).

PURPOSE: To help you (1) get experiential opportunities in the community in various professional settings and (2) see how differing levels of collaboration/integration are utilized to help clients/patients/students/ etc.

- **Part 1:**
 - Over the course of the Winter 2020 term, you will shadow at the two (2) below approved shadowing experience sites. You are responsible for calling the contact person, scheduling an appointment, and getting the details on what you need to do or complete prior to shadowing at that site (i.e., attending an orientation, signing confidentiality paperwork, getting a shadow/visitor badge, etc.).
 - **URGENT:** It is imperative that you schedule your shadowing experiences as early as possible during the term, so you have enough time to complete this assignment.
 - Each shadowing experience will take 2-3 hours to complete. Please plan accordingly when visiting each site and be sure to ask the contact person how long they foresee the visit going.
 - Ask the contact person how much participation they would like from you while at their site. This shadowing experience is usually a time for you to observe and "shadow," rather than to offer services while you're there. However, each site may ask you to participate to a different degree.
 - For more information about the shadowing experience and what this entails, please refer to the letter that Dr. Garrett sent to prospective sites about this shadowing experience. This letter is found within the "Shadowing Experience" folder within the "Course Materials" tab in the class Canvas shell.

- While at your site, please remember who you are and who you represent. Please be sure to be punctual to your appointment, respectful in your communication, and be sure to thank your site contact person for their time following the experience. The sites are volunteering their time to offer this invaluable experience.
- Here are the approved Shadowing Experience sites and contact people (these are sites that have agreed to host a shadowing experience for this course):

Agency Name	Contact Person & Contact Information
Klamath Tribal Health and Family Services – Chiloquin, OR	Holly Caldwell, LCSW – email: holly.caldwell@klm.portland.ihs.gov
OHSU/Cascades East Clinic – Klamath Falls, OR	Barb Weathersby, LCSW – email: weatheba@ohsu.edu

- **Part 2:**
After you complete your shadowing experience at each site, you will complete a separate Shadowing Experience Reaction Worksheet for each one (you'll complete a total of two [2] worksheets as you'll take part in two [2] shadowing experiences). The worksheet form is found within the "Shadowing Experience Reaction Worksheet" folder within the "Course Materials" tab in the class Canvas shell.
 - The Shadowing Experience Reaction Worksheet can be typed or handwritten. However, if your handwriting is difficult to read, please type it (the template found in Canvas is in MS Word, so you can type this).
 - Be sure to read over your worksheet before turning it in. You may lose points for typos, grammatical issues, upper and lower case issues, etc.
 - In responding to questions, be sure to show that you thoroughly answer each question. Do not simply respond with one sentence or one-word answers.
 - A rubric will NOT be used to grade the Shadowing Experience Reaction Worksheets, but not following the instructions above will result in a loss of points on each worksheet.
- **DEADLINE:** Your two (2) shadowing experiences and two (2) Shadowing Experience Reaction Worksheets need to be completed and submitted by 11:59 p.m. Pacific on Friday, March 20, 2020. You will submit your Shadowing Experience Reaction Worksheets through Canvas and I also suggest that you email me back-up copies after submitting them through Canvas. If you handwrite your responses on the worksheet, you can scan this and then submit it through Canvas,

or you can submit the hardcopy to Dr. Garrett's mailbox in Semon Hall 127. You are welcomed to submit the worksheets early, if you finish your shadowing experiences earlier in the term. If you submit them early, please email me to inform me that they are ready to grade.

Assignment #3: Class Tour of Clinic in Klamath Falls & Reaction Worksheet/Paper. Worth 80 points total.

This assignment is comprised of 2 parts.

- **Part 1 (60 pts):** Dr. Garrett has lined up a visit at a clinic in Klamath Falls. The class will meet at this clinic on the assigned day/time. This clinic demonstrates how collaboration between multiple helping disciplines benefits those served there. Attending this visit is mandatory.
- **Part 2 (20 pts):** Students will complete a Reaction Workshop/Paper (found in the Canvas shell) after this clinic visit. The worksheet is **due by 11:59 pm on Tuesday, March 3, 2020.**

Assignment #4: End-of-Term Presentations. Worth 100 points.

For this assignment, you will give a 15-minute presentation (no longer than 18 minutes) using PowerPoint in class near the end of the term. The date/time of presentations will be decided upon and shared with the class during the second week of the Winter 2020 term. There is not a paper that goes along with your presentation (i.e., you do not have a paper to submit/turn in). You do not need to submit a handout along with your presentation. However, you need to email your final PowerPoint to Dr. Garrett no later than 15 minutes before the time presentations will be given. This way, Dr. Garrett can have them saved to his computer, so the transitions between your individual presentations will be as seamless as possible and we can finish presentations within the time allocated. PowerPoints submitted late will receive an automatic 15-point deduction from the final score given on this assignment. A rubric for the presentation is found within the Canvas shell.

PURPOSE: To give you an opportunity to apply Rolland's (1994) and/or Wright, Watson, and Bell's (1996) approaches/models to a real-life clinical case.

- In preparing and giving your presentation, you will need to do EACH of the following:
 - Use PowerPoint

- PowerPoint slides should be more detailed than those used in “Ignite” presentations
- Choose ONE of the following and be sure to identify in your presentation which one you used:
 - Rolland’s (1994) Family Systems-Illness Model or
 - Wright, Watson, and Bell’s (1996) Beliefs approach, or
 - A combination/integration of both models/approaches
- Use the above chosen model/approach in treating a client (individual) or client system (couple, family) battling with a chronic or terminal health condition that you previously used in one of your previous assignments in MedFT I (Fall 2019 term).
 - Use the information gathered in your Interview with a Patient and/or research on this health condition to help you with writing this paper. Doing this will bring this paper alive for you and will make it more applicable. For the purposes of this assignment, the client/client system is currently struggling with the health condition and its demands.
 - Be sure to identify the health condition and give a quick synopsis of some of its biopsychosocial-spiritual demands on the client/client system.
 - Discuss what the assessment and assessment questions will be/will look like. Give several (at least three) examples of specific questions and the responses that the client/client system will give (like used in Chapter Eight in the back of the Wright and colleague’s [1996] textbook). In other words, include an example of a specific conversation or dialogue. Also, be sure to include other assessment questions you may ask the client/client system (give at least three examples of other questions); you do not need to give responses that the client/client system may make to these other questions.
 - Discuss what the treatment plan/goals/objectives (generally) will look like for the client/client system. You will construct these based upon the information you gathered from your Interview with a Patient assignment.
 - Discuss what the interventions will be/will look like. Give specific examples (at least three) of a dialogue between MedFT and client/client system regarding the interventions. Remember, asking specific questions may also be part of the intervention (see Wright and colleagues, 1996). Explain what you’re doing and why you’re doing it to help the client/client system reach their treatment plan.
 - What were your individual, personal take-aways from putting this presentation together for you? What did you specifically learn about

- yourself or using one or a combination of these approaches/models in helping future clients? Give at least two (2) examples of take-aways or specific things you learned.
- Be sure to cite where you obtained information to help you put your presentation together (e.g., "According to Rolland [1994]..." or "This is based upon something that Wright, Watson, and Bell [1996] posited on page...") and include a References page at the end of the presentation/ PowerPoint. You are NOT required to use a certain number of sources in your presentation. The purpose of this presentation is to help you apply the approaches described in the textbooks for this class with a real-life client/client system, one with which you're familiar (that you did for your patient interview assignment). If you use other sources (other than the required textbooks) to help you with your presentation, be sure to cite them and include them in the References page at the end of the PowerPoint.
 - **DEADLINE:** Presentations will be given in class on a date/time that will be decided upon and then shared with class during the second week of the Winter 2020 term. Giving your presentation at the scheduled date/time is required.

***POSSIBLE* Assignment #5: Virtual Classroom Meeting (via Zoom). Worth 50 Points (if this is able to happen). This is not currently included in the total points possible for this course.**

Dr. Garrett has been trying to schedule a virtual meeting with a guest speaker, who was his mentor during his doctoral internship at the University of Nebraska Medical Center. This mentor now works in a hospital setting in Vancouver, Washington in a Medical Family Therapy position. If Dr. Garrett is able to connect and make this happen, he will make everyone aware of this and when this will happen as soon as possible.

Course Schedule

IMPORTANT: While I will try to follow the below Course Schedule for the Winter 2020 term, things may happen that will require me to alter or revise the schedule. I reserve the right to make such changes, as needed. If things need to be changed on the schedule, these will be announced to students via a Canvas announcement and email. A revised/amended course schedule may also be emailed to students and/or posted in Canvas.

Course Schedule – Winter 2020 Term	
Module (Week/Dates)	Focus/Readings/Assignments Due
1 (Jan 6-10, 2020)	Wright, Watson, and Bell (1996), Introduction, Chapters One & Two
2 (Jan 13-17, 2020)	Wright, Watson, and Bell (1996), Chapters Three & Four
3 (Jan 20-24, 2020)	- Wright, Watson, and Bell (1996), Chapters Five & Six ASSIGNMENT #1: DISCUSSION – PART 1 – QUESTION 1 DUE BY 11:59 PM PACIFIC ON TUES, JAN 21, 2020
4 (Jan 27-31, 2020)	- Wright, Watson, and Bell (1996), Chapters Seven & Eight, Epilogue, Appendices A, B, C ASSIGNMENT #1: DISCUSSION – PART 2 – QUESTION 1 DUE BY 11:59 PM PACIFIC ON TUES, JAN 28, 2020
5 (Feb 3-7, 2020)	Rolland (1994), Chapters 7 & 1
6 (Feb 10-14, 2020)	Rolland (1994), Chapters 2 & 3
7 (Feb 17-21, 2020)	- Rolland (1994), Chapters 4 & 5 ASSIGNMENT #1: DISCUSSION – PART 1 – QUESTION 2 DUE BY 11:59 PM PACIFIC ON TUES, FEB 18, 2020
8 (Feb 24-28, 2020)	- Rolland (1994), Chapters 6 ASSIGNMENT #1: DISCUSSION – PART 2 – QUESTION 2 DUE BY 11:59 PM PACIFIC ON TUES, FEB 25, 2020
9 (Mar 2-6, 2020)	- Rolland (1994), Chapters 8 & 9 ASSIGNMENT #3: CLINIC TOUR REACTION WORKSHEET/PAPER DUE BY 11:59 PM PACIFIC ON TUES, MAR 3, 2020
10 (Mar 9-13, 2020)	Rolland (1994), Chapters 10 & 11
11 (Mar 16-20) FINALS WEEK	ASSIGNMENT #2: TWO (2) SHADOWING EXPERIENCE REACTION WORKSHEETS DUE BY 11:59 PM PACIFIC ON FRIDAY, MARCH 20, 2020 ASSIGNMENT #4: END-OF-TERM PRESENTATIONS IN CLASS (AT DATE/TIME TO BE DECIDED & ANNOUNCED)

Grading:

Your grade in the course is based upon how well you do on the below assignments. The below assignments are aimed at helping you attain the Student Learning Outcomes for this course and the MS MFT program. The grade you are given in the course is the grade you earn. There will be

no extra credit opportunities in this course. If I incorrectly enter a grade in Canvas, please notify me immediately. Assignment grades will be posted in Canvas throughout the term, so you can track your grade in the course and know where you stand.

<u>Your grade in this course is based upon the following assignments:</u>	<u>Worth:</u>
#1: Discussion Board Posts and Responses.....	40 points
#2: Two (2) Shadowing Experiences & Completing a Shadowing Experience Reaction Worksheet for Each One.....	200 points
#3: Class Tour of Clinic in Klamath Falls & Reaction Worksheet/Paper.....	80 points
#4: End-of-Term Presentations.....	100 points
TOTAL = 420 points	

You will be assigned a letter grade based upon the following point total ranges (no exceptions):

- A = 381-420 (90-100%)
- B = 339-380 (80-89%)
- C = 297-338 (70-79%)
- D = 255-296 (60-69%)
- F = 0-254 (0-59%)

(See more information on next page.)

MISCELLANEOUS ISSUES OF IMPORTANCE

This Syllabus is a Contract for This Class

Students are responsible not only for the syllabus content for each course in which they are enrolled, but also for the general expectations and behaviors expected of all OIT students. Please refer to the current copy of the OIT Student Handbook found at <https://www.oit.edu/docs/default-source/Student-Affairs-/student-handbook/student-conduct-code.pdf> to review these guidelines.

Canvas Technical Difficulties

If you have Canvas technical questions, contact the OIT helpdesk at helpdesk@oit.edu or phone 541.885.1470.

OIT Disability Statement

Students with a documented disability who require assistance or academic accommodations should contact the office of Disability Services immediately to discuss eligibility. Disability Services staff are located on both the Klamath Falls and Wilsonville campuses and arrangements can be made to meet with students on any campus. Meetings are by appointment only, so please contact the Disability Services office by calling Drew Tessler, the Disability Services Specialist at (541) 851-5227 or emailing him at drew.tessler@oit.edu. Specific information and Disability Services forms can be found at www.oit.edu, then go to "Academics" and click on "Student Success Center" and then "Disability Services." This link leads to the department's website: <http://www.oit.edu/academics/ssc/disability-services>

Academic Integrity at Oregon Tech

Students are expected to demonstrate their knowledge with honesty and integrity. Oregon Tech considers academic dishonesty to be an unacceptable practice. The complete Oregon Tech Student Academic Integrity Policy is available on the Oregon Tech [website](#).

Disrupting the Academic Environment

Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other institutional activities, including the Institution's public service functions or other authorized activities on institutionally owned or controlled property is strictly prohibited by Oregon Tech's code of student conduct and may result in disciplinary action.

Withdrawing from the Class

If you need to withdraw from this course for a myriad of reasons, please speak with me first. The University has a policy about drop dates and how much can be refunded, etc. Please refer to the Academic Calendar 2017-18 found on OIT's website for these dates and it is also recommended that you refer to the Cashier's Calendar for such dates. Also, if you end up withdrawing from the class, as this program only offers classes at certain times, you may need to wait a year before you can retake the class. If you need to withdraw from the course, after you speak with me, we will also visit with the MS MFT program director, Dr. Kathleen Adams, about the circumstances and about how to proceed.

Please note that it is your responsibility to drop the course via Web for Student during the first week of the term. If you decide that you must drop the course, you will need to do so by the close of the second Friday in order to receive a full 100% refund. If you drop by the close of the third Friday of the term, your refund will be 50%; if you drop by the close of the fourth Friday, your refund will be 25%, and thereafter you cannot receive a refund. If you decide to drop after the first week, please email your request to Oregon Tech Online online@oit.edu and include the course name and number as well as your student ID.

(See more on next several pages)

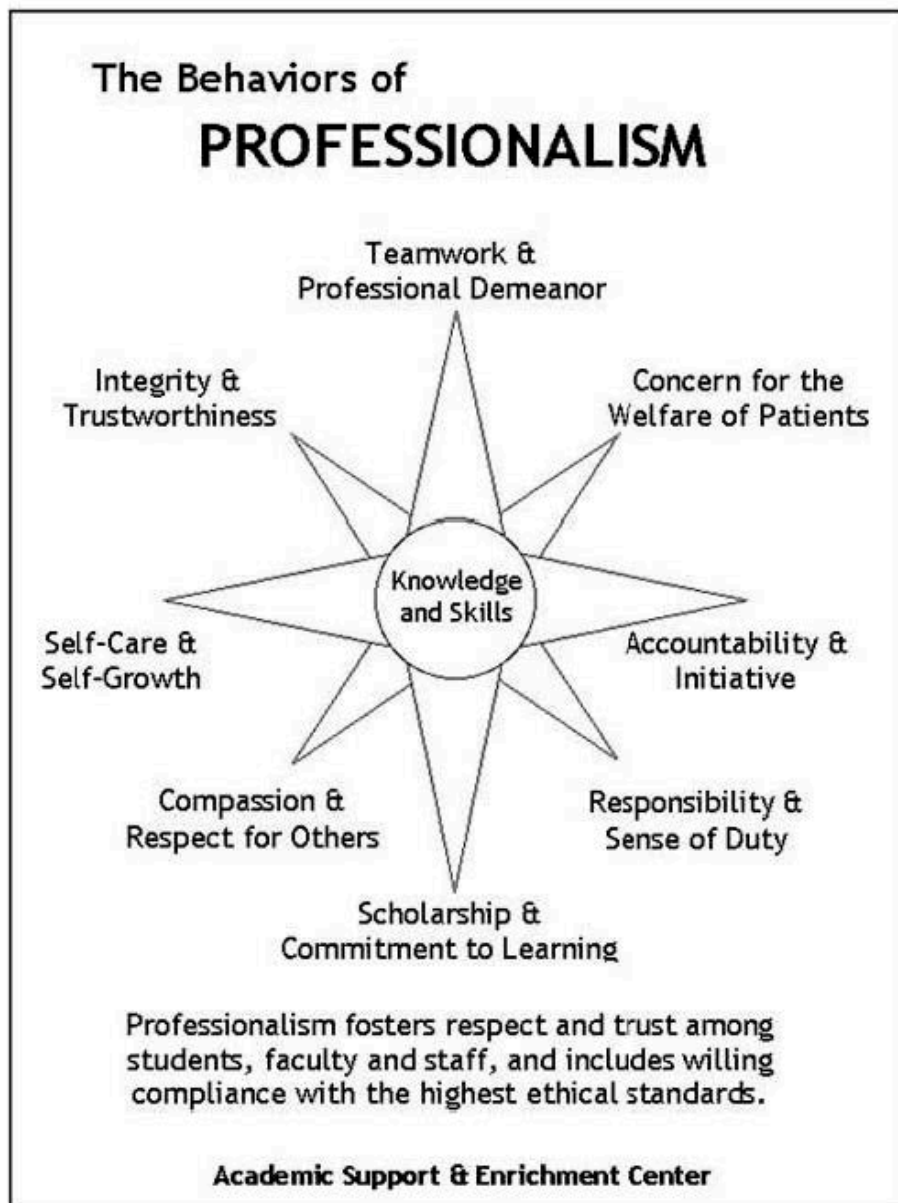
Inclement Weather

As this is a predominantly online course (with the exception of 2 face-to-face class meetings), inclement weather shouldn't prevent you from completing assignments, viewing recorded lectures, etc. However, if we are scheduled to meet in-person and the weather is such that it may make it hazardous to travel to campus, I will send out an email and Canvas announcement to the class. Unless the university is closed (which will be announced on local radio stations and also on OTT's homepage), if I send an announcement/email on bad weather days, I will give you instructions about attending class, etc. If you end up missing class due to bad weather and class meets, I will give you an opportunity to complete a make-up assignment. If I give you such an opportunity and you do not complete it by the deadline I give you, I will deduct 10 points from your final grade. Also, if you are unable to submit an assignment electronically because the power is out, please notify me as soon as possible. I will work with you on a case-by-case basis if this happens and most likely give you an extended deadline by which you will need to submit your assignment. If you do not submit it by the deadline I give you, I will deduct points per my late assignment policy, as outlined earlier in this syllabus.

Cell Phones

Ringling / vibrating phones, glowing screens, and the operation of electronic devices are disruptive influences that disturb the learning environment. Electronic devices can be checked during breaks.

- Cell phones should not be visible in class and should never be heard ringing in the classroom. Out of respect for your fellow students and for the instructor, turn them off before coming to class.
- Do not send or read text messages during class.
- If, as a result of a personal emergency, you are expecting a truly important call during a class, inform the instructor in advance, set the cell phone to the vibrate mode, and sit in the back of the group. If a call does come in, excuse yourself as unobtrusively as possible to take the call. Taking calls during class must not become routine; it is acceptable only during legitimate emergencies.
- If you use a laptop or tablet to take notes in class, do not surf the web or check emails, etc. Please respect my time and the time of your classmates. You can check email and surf the web during breaks or after class.



Personal and Professional Competency

The personal and professional competencies listed below are those that Oregon Tech MFT students are expected to demonstrate throughout this course and the MFT program. Students will be evaluated on an ongoing basis regarding concerns related to these and /or other relevant competencies. Significant deficits in any of the following areas, as determined by the instructor and MFT Director may result in a failing grade for the course.

Ethics

- The student's behavior is consistent with the professional attitudes and behaviors outlined in the American Counseling Association Code of Ethics.
- The student conducts self in an ethical manner so as to promote confidence in the MFCT profession.
- The student relates to peers, professors, and others in a manner consistent with professional standards.
- The student demonstrates sensitivity to real and perceived differences between themselves and others.
- The student does not exploit or mislead other people during or after professional relationships.
- The student recognizes the boundaries of his/her particular competencies and the limitations of her/his expertise.
- The student takes responsibility for compensating for her/his deficiencies.
- The student has basic technology skills in order to utilize email and internet-based systems when required; the student also has regular access to a computer with an internet connection and finds alternative options if there is a temporary or long-term disruption in this access.
- The student demonstrates adequate writing and speaking skills, and seeks assistance with any deficits identified in these areas that would prevent successful completion of a graduate program.

Maturity

- The student demonstrates appropriate self-control (such as anger control, impulse control) in communications and relationships with faculty, peers, and clients.
- The student demonstrates honesty, fairness, and respect for others.
- The student is aware of her/his own belief systems, values, needs, and limitations and the effect of these on his/her work.
- The student demonstrates the ability to receive, integrate and utilize feedback from peers, teachers, and supervisors.
- The student demonstrates the ability to express feelings effectively and appropriately.
- The student exhibits appropriate levels of self-assurance, confidence, and trust in her/his own ability.
- The student follows professionally recognized problem solving processes, seeking to informally solve problems first with the individual(s) with whom the problem exists.

Integrity

- The student refrains from making statements that are false, misleading, or deceptive.
- The student respects the fundamental rights, dignity and worth of all people.
- The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination.
- The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, physical ability/disability, language, and socioeconomic status.
- The student behaves in accordance with the program's accepted code(s) of ethics/standards of practice.

Adapted from University of Virginia Counselor Education Program



Oregon Institute of Technology
MS MFT 507

Rural Considerations in Substance Abuse Treatment and Prevention

Spring 2019

Instructor:

Kathleen M. Adams, Ph.D., LMFT

103 Semon Hall

541-885-1674

Office Hours: Monday / Thursday 3 – 5 pm and by appointment

Best way to contact: Kathleen.Adams@OIT.edu

Course Credit Value: 3

"When the student is ready, the teacher appears."

~ Unknown ~

I bring many years of experience to teaching ~ experience in individual and family therapy, clinical supervision, child and family service administration, academic teaching and mentoring, and academic administration. All of which brings me, on a daily basis, to ever deepening curiosity about how to use each and every experience as my teacher. I am ever the student, cultivating a beginner's mind, excited about, and open to, what you will teach me in this course...

I am grateful daily for the opportunity to pursue my passions ~ therapy, and the training and development of therapists. You are the single most effective tool you will bring into any clinical situation ~ and it's a gift for me to help you understand and embrace all that that means.

There are all sorts of ways that we develop ourselves, and family therapy theory invites us to understand that there are at least two levels of change ~ aptly named "first order and second order change". First order change is generally a change in behavior, or an increase in knowledge. Second order change is generally a change in our perspectives about behavior, or a deepening wisdom.

In this course, we'll be learning about rural mental health care and its unique characteristics and challenges. We'll explore issues specific to the mental health needs of underserved rural populations in southern Oregon ~ specifically the Klamath Tribes, the Latino /a community and families struggling with multigenerational poverty. We'll look at how mental health care and medical health care are being integrated with the Patient Centered Medical Home Model (PCHM) of delivery.

*"Knowing others is intelligence;
knowing yourself is true wisdom.
Mastering others is strength;
mastering yourself is true power."* Lao-tzu

Knowledge can be forgotten. Wisdom is forever. Let's get started.

Course Description:

Course addresses the unique needs and obstacles to treatment; and address resources available to individuals and families struggling with substance abuse, and / or engaged in the treatment and recovery process in rural areas. Special attention is given to medical family therapy and the integration of primary care and substance abuse in rural areas.

Student Learning Outcomes / Competencies

Upon successful completion of this course students will be able to

1. *Identify the obstacles faced by individual and families residing in rural communities who require treatment for substance use and co-occurring disorders*
2. *Identify unique resources available to individuals and families seeking recovery in rural communities*
3. *Explain the roles of Medical Family Therapists and Behavioral Health Clinicians in integrated SUDs treatment*
4. *Articulate the ways that experiences of culture (SES, race, ethnicity, gender, sexual orientation, etc.) influence and are influenced by mental health and addiction treatment rural communities*
5. *Identify the role that community support groups, religious or spiritual organizations, and other recovery-oriented social networks aid in the recovery process as treatment options in rural communities.*
6. *Articulate the professional ethics and standards of practice that apply to the systemic treatment of addiction and recovery in underserved rural communities.*

Required Texts:

Rural Mental Health: Issues, Policies, and Best Practices, Smalley, et al. Springer 2012

Mental Health in Rural America: A Field Guide, Stewart, 2018 (just released)

Additional required reading is identified in the course schedule and is available through Oregon Tech's library of electronic resources.

Format:

Primarily online, with one face to face session, TBD. Course format emphasizes integration of course materials through weekly assignments modeled on typical work place needs for professional development and continuing education.

Assignments:

There are 5 assignments, 5 discussion assignments, and one final paper. Each assignment is worth 20 points. Each discussion post is worth 10 points, and the final paper is Pass / Fail.

Final Paper:

Students will choose three of the *Student Learning Outcomes* and will write a paper no longer than five (5) pages, APA style, describing how the course addressed the identified outcomes, what the student learned about the identified outcomes, and how the student learned the identified information (i.e. readings, practice sessions, discussions, etc.) Paper is due no later than 5 pm Wednesday of finals week.

WEEKLY ASSIGNMENT RUBRIC

	2	1	0
Purpose of the Assignment	Clearly met	Partially met	Not met
Content	Accurate information, demonstrating	Some inaccurate information, demonstrating	Most information inaccurate, demonstrating

	clear understanding	some limited understanding	poor understanding
Presentation	Pleasing to the eye, well organized, flows well, interesting and engaging	Some parts poorly organized or difficult to follow	Overall poorly organized and difficult to follow
Mechanics	No spelling or grammar errors, in student's own words	Some spelling or grammar errors, in student's own words	Many spelling or grammar errors or text is copied
Technology	Comprehensive, effective use of technology in supporting purpose and content	Adequate use of technology, some minimal distraction from purpose and content	Poor use of technology, distracting from purpose and content

Professionalism and Class Participation:

- Understand that I expect from you exactly what I would expect if you were a therapist working under my supervision in an agency or clinic: I expect you will demonstrate professionalism in timely attendance, in active and informed participation, and in the timely and proficient completion of all responsibilities.
- Professionalism**
It is expected that students will address concerns directly with faculty and or fellow students before bringing concerns to other faculty or university staff or administration. Directly addressing concerns with those directly involved is a hallmark of professionalism.

Blackboard Technical Difficulties:

If you have Blackboard technical questions, contact is the OIT helpdesk at helpdesk@oit.edu or phone 541.885.1470. For further information, please refer to our [webpage](#) or email our office at de@oit.edu. Be sure to follow this link to check your [System Requirements](#). You should also edit your pop-up blocker settings to allow pop-ups from Blackboard.

Disability Services:

If a course adaptation or academic accommodation is needed because of a disability, or if special arrangements must be made in case the room or building must be evacuated, please talk with the instructor as soon as possible. The instructor relies on the Disability Services staff for assistance in verifying the need for accommodations and developing accommodation strategies. Students must

contact Disability Services staff to receive necessary documentation for academic accommodations: 541-885-1031 or 541-851-5227; in LRC 230B.

Academic Dishonesty Statement:

A student who disrupts a class, plagiarizes, cheats or otherwise violates reasonable standards of academic behavior may have his or her enrollment cancelled and/or be given a reduced or failing grade. Plagiarism is one example of academic dishonesty. See the OIT Student Handbook for more information about academic dishonesty

Disrupting the Academic Environment:

Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other institutional activities, including the Institution's public service functions or other authorized activities on institutionally owned or controlled property is strictly prohibited by Oregon Tech's code of student conduct and may result in disciplinary action.

Demonstrating Competencies – Bloom's Taxonomy

"In 1956, Benjamin Bloom with collaborators Max Englehart, Edward Furst, Walter Hill, and David Krathwohl published a framework for categorizing educational goals: *Taxonomy of Educational Objectives*. Familiarly known as *Bloom's Taxonomy*, this framework has been applied by generations of K-12 teachers and college instructors in their teaching."

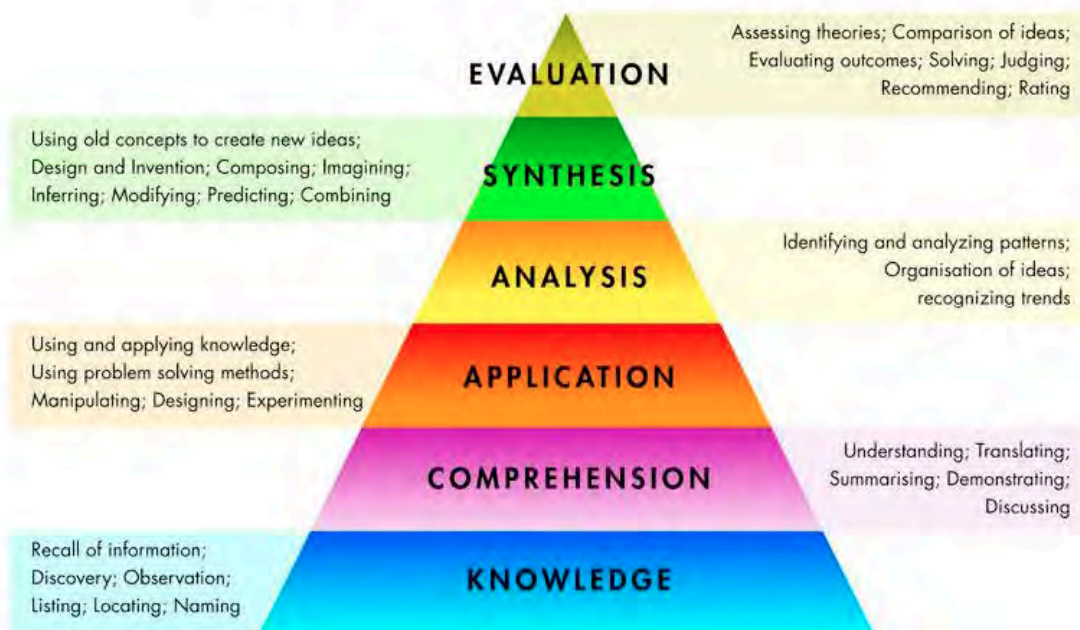
"The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition for putting these skills and abilities into practice."

"While each category contained subcategories, all lying along a continuum from simple to complex and concrete to abstract, the taxonomy is popularly remembered according to the six main categories."

Source: Vanderbilt University, Center for Teaching

All course assignments require
analysis, synthesis and evaluation skills, as identified below.

BLOOMS TAXONOMY



Course Schedule, Focus & Assignments

Weeks	ASSIGNMENTS: • Completed assignments must be posted to Canvas no later than midnight on the Sunday indicated. • Only after your assignment is posted will you be able to review assignments posted by others. • Each assignment has a 20-point value. • Each discussion post has a 10-point value.
UNIT 1	Defining Substance Abuse and Substance Use Disorder • <u>Historical Treatment of Substance Use Disorders</u> • <u>Defining Substance Use Disorders</u> • <u>Symptoms of Substance Use Disorders</u> • <u>Need for Substance Use Disorder Programs in Rural Communities</u> • <u>Barriers to Preventing and Treating Substance Use Disorders in Rural Communities</u> • <u>Principles of Treatment for Substance Use Disorders</u> • <u>Treatment and Recovery Support Services</u> • <u>A Public Health Approach to Addressing Substance Use Disorders</u> <i>"Substance Use and Abuse in Rural America", Smalley, Ch 12</i> <i>"Substance Abuse in Rural Areas", Stewart, Ch 13</i> Assignment You are an MFT in a rural mental health care clinic. Your clinical supervisor recently moved there from Portland, where she has had a lot of experience working with substance abuse. She has asked you to develop a presentation for staff that defines substance abuse and identifies how substance abuse concerns in rural areas differ from those in urban areas like Portland. Develop a Power Point Presentation (PPT) for the next clinical staff meeting. Citing information from the resources above, and at least one additional journal article or book, create a PPT that is no longer than 22 slides: 1 slide for title, 1 slide for references, 20 slides with info.
UNIT 2	Defining "Rural" and "Frontier"

	• Preface, Introduction, Ch's 1, 2, 4, 5, 13 and 20 in Stewart text ◦ <i>What Defines "Rural" and "Frontier" and Why are They Important?</i> ◦ <i>Rural Mental Health Policy and Parity</i> ◦ <i>Structure of Rural Mental Health Care: State, County, Town, Village</i> ◦ <i>Substance Abuse in Rural Areas</i> ◦ <i>Working in Frontier Communities</i> • Ch's 2 and 4 in Stamm text ◦ <i>A Snapshot of Rural and Frontier America</i> ◦ <i>Substance Abuse in Rural Communities</i> • Preface, Ch 1 in Smalley text ◦ <i>The Current State of Rural Mental Healthcare</i> • Familiarize yourself with these websites: ◦ <i>Oregon Office of Rural Health Care</i> https://www.ohsu.edu/xd/outreach/oregon-rural-health/ ◦ <i>Federal Office of Rural Health Care</i> https://www.hrsa.gov/rural-health/index.html Assignment Continuing the work you did in Unit 1, you are an MFT in a rural mental health care clinic that also provides substance abuse treatment services. Your clinical supervisor really appreciated the work you did to help staff begin to understand substance use disorders in rural areas and would like you to develop another presentation. She'd like staff to understand more about definitions and examples of "rural" and "frontier", and she'd like to know what resources are available to support the work the clinic is doing. Develop a Power Point Presentation (PPT) for the next clinical staff meeting. Citing information from each of the resources above, and at least one additional journal article or book, create a PPT that is no longer than 22 slides: 1 slide for title, 1 slide for references, 20 slides with info.
UNIT 3	<i>Obstacles to Treatment</i> 1. <i>Obstacles to Treatment (Stewart, Ch. 3)</i> 2. <i>Rural Mental Health Challenges and Opportunities Caring for the Country (PPT)</i> 3. <i>Imagine There Was No Stigma to Mental Illness</i> 4. <i>Impact of Mental Health Stigma on Clients in Rural Settings ~ (Ch 4. Smalley, et al., 2012)</i> 5. <i>Understanding the Stigma of Addictions: Lessons from the Mental Health Stigma Literature</i> 6. <i>The Social Service Divide: Service Availability and Accessibility in Rural Versus Urban Counties and Impact on Child Welfare Outcomes (Belanger and Stone, 2008 – Available through Oregon Tech library)</i>

	7. <i>Substance Abuse, Mental Illness, and Access to Care in Rural America</i> 8. <i>Barriers to Substance Abuse Treatment in Rural and Urban Communities: A Counselor Perspective</i> Assignment Continuing the work you did in Unit II, you are an MFT in a rural mental health care clinic that also provides substance abuse disorder treatment services. The clinic has recently added 3 CADC I's to the staff and would like you to help with part of their training. Your supervisor is most interested in helping new staff understand some of the obstacles to substance abuse treatment in your area. Your new colleagues have the substance abuse counseling experience, but do not have an understanding of the larger picture related to obstacles unique to rural areas. Develop a Power Point Presentation (PPT) for the next clinical staff meeting. Citing information from each of the resources above, and at least one additional journal article or book, create a PPT that is no longer than 22 slides: 1 slide for title, 1 slide for references, 20 slides with info.
Unit 4	<i>Medical Family Therapy, Integrated Care and SUDs in Rural Areas</i> 1. https://www.medicalfamilytherapy.org/ Medical Family Therapy 2. https://annals.org/aim/fullarticle/2362310/integration-care-mental-health-substance-abuse-other-behavioral-health-conditions?searchresult=1 The Integration of Care for Mental Health, Substance Abuse, and Other Behavioral Health Conditions into Primary Care: Executive Summary of an American College of Physicians Position Paper 3. https://www.ncbi.nlm.nih.gov/books/NBK38636 Integration of Mental Health/Substance Abuse and Primary Care 4. https://www.pccp.org/sites/default/files/resources/Innovations%20in%20Addictions%20Treatment.pdf Innovations in Addictions Treatment: Addiction Treatment Providers Working with Integrated Primary Care Services 5. https://onlinelibrary.wiley.com/doi/pdf/10.1111/jrh.12114 Perspectives of Behavioral Health clinicians in a Rural Integrated Primary Care / Mental Health Program 6. https://integrationacademy.ahrq.gov/products/opioid-substance-use-resources Implementing Medication Assisted Treatment for Opioid Use Disorder in Rural Primary Care: Environmental Scan Assignment Continuing the work you did in Unit 3, you are an MFT in a rural mental health care clinic. A group of physicians is developing a primary care practice and opening a new clinic in your

	area. They have approached your agency, asking for help in creating a position for a Behavioral Health Clinician with SUDs treatment experience. Again... your supervisor is in the dark and asks for your help. Citing information from each of the resources above, and at least one additional journal article or book, create a professional document that: • Defines "Medical Family Therapist", and defines "Behavioral Health Clinician" • Include a job description for each of the above (Indeed, Monster.com, other?) • Discuss the value of, and the challenges faced in integrating SUDs into primary care • Provide an example of how integrated care can meet the needs of patients struggling with opioid addiction
9 and 10 May 26th June 2nd	<i>Telemental Health Care</i> <u>Assignment</u> An administrator at your agency is interested has heard about "distance therapy" and / or "skype therapy" and asks you if you learned about it in grad school. You tell him that what he's talking about is called, "Telemental Health Care", and that you did get introduced to it in your coursework. He's thinking about adding <i>Telemental Health Care</i> to the services your agency provides; but doesn't understand how SUDs treatment would be handled online. He is also most interested in learning what training the clinical staff need before being able to offer this service. Citing information from each of the resources below, and at least one additional journal article or book, create a document ~ in outline form, bullet point ~ that will give him the info he's looking for. And, help him understand the communities that you serve need to be ready for this kind of service. 1. <i>Technological Innovations in Rural Mental Health Service Delivery (Primary Text Ch 10)</i> 1. <u>Your Health: Telemental Health Telemental Health Training Video</u> 2. <u>CBHC Telemental Health Care Program</u> 3. <u>Online Therapy: Only a Click Away</u> 4. <i>Assessing Community Readiness for Telepsychiatry in Rural Oregon: A Focused Descriptive Study</i> 5. <u>Conversations on Telemental Health: Listening to Remote and Rural First Nations Communities</u>

Finals Week Career Development	<i>Medical Family Therapy / Behavioral Health Clinicians and SUDs in Rural Areas</i> <u>Assignment</u> You are a recent MFT grad interested in working as a Behavioral Health Clinician. You're particularly interested in working with SUDs treatment in a primary care setting. Your research indicates that you will qualify for Loan Repayment if you work in an underserved rural area. Choose a currently advertised position for a Medical Family Therapist or Behavioral Health Clinician in a rural area, making sure it will qualify you for loan repayment. Create application materials specific to that position, to include a cover letter addressing your goodness of fit for the position, and a resume. 1. https://www.nhadaca.org/Announcements/7373628 Up to \$100,000 in Loan Repayment for Rural Substance Use Disorder Clinicians 2. Position descriptions: Indeed, Monster.com, AAMFT website
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MFT – Graduate Certificate in Medical Family Therapy

Stephanie Pope

Thu 12/19/2019 3:18 PM

To: Kevin Garrett; Mark Neupert

Gentlemen,

Based on our conversation it sounds like the courses involved in this new graduate certificate program already exist and have resources currently committed to them. Assuming no programmatic changes (or wild success of the 'definition' of these programs being more defined) and with the continued support of your Dean there would be no additional budget needed.

Happy Holidays!

Stephanie

Stephanie Pope | Assistant Vice President for Financial Operations | Finance & Administration
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Pronouns: She/ Her/ Hers

Hands-On Education for Real-World Achievement

Next Section:
Request for Approval to Proceed

This section includes the
previously approved
Request for Approval to Proceed
and
Appendices (as also found at end of the Full Proposal)

Request for Approval to Proceed

Proposed Program: Graduate Certificate in Medical Family Therapy

Executive Summary

In 2016, the Oregon Health Authority organized the Behavioral Health Collaborative (BHC) to make recommendations regarding integrating behavioral health care with the state's medical health care systems. A key problem this group identified was the fragmentation of health services, which leads to decreased access to care, particularly in the area of behavioral health. To remedy this, the BHC called for an effort to "ensure that every Oregonian has access to the behavioral health services they need where and when they need them" (BHC, 2016, p. 23). In a practical sense, this means embedding behavioral health services within traditional biomedical health care settings. This however, requires specialized training on behalf of these integrated behavioral health clinicians. At Oregon Tech, our MS in Marriage and Family Therapy (MFT) program, with its emphasis on Medical Family Therapy (MedFT), already does just that. Thus, our proposed Graduate Certificate (GC) in MedFT seeks to maximize the benefit for graduates of our distinctive and leading edge curriculum; a transcribed GC in MedFT will open new career pathways in areas of high demand across the State of Oregon, especially in rural areas.

The Oregon Behavioral Health Workforce Analysis Report (Farley Health Policy Center, 2019) emphasizes that one in five patients seek services from their primary care provider (PCP) for behavioral health needs (i.e., depression, anxiety, substance use problems). This high utilization of PCPs for behavioral health services inspired the implementation of the integrated behavioral health care model in Oregon. The Oregon Behavioral Health Workforce Analysis Report (Farley Health Policy Center, 2019) further highlights that the southern Oregon region is still lacking fully licensed behavioral health clinicians in proportion to the needs of its population. Specially trained in MedFT, MS MFT graduates will be positioned well to assist PCPs by working with their patients, as well as filling the need for qualified integrated behavioral health clinicians in the southern and rural regions of Oregon.

Offering the GC in MedFT will differentiate our MS MFT program from other Oregon master's level programs for Marriage and Family Therapy, Professional Counseling, and Social Work. The MedFT emphasis and certificate in the program will also help with recruiting efforts, job placement following graduation, and inter-institutional collaboration in the field of health care, such as partnerships with OHSU's rural campus/Sky Lakes Collaborative Health Center in Klamath Falls and with Cascade Health Alliance.

Academic Elements of the Program

The MS Marriage and Family Therapy (MS MFT) program at Oregon Tech was specifically developed to train competent, ethical clinicians who can help fill the need for mental health providers in rural, southern Oregon. As Oregon moves toward an integrated behavioral health model – where mental health clinicians are embedded within medical settings (Behavioral Health Collaborative, 2016) – the MS MFT program proposes the GC in MedFT, which is embedded within the program's curriculum and helps to educate Oregon Tech's MS MFT students to specifically work within an integrated behavioral health model. In fact, the GC in MedFT in the MS MFT program at Oregon Tech would be the only graduate certificate of its kind offered in the State of Oregon. This graduate certificate will help meet the demand for qualified mental health professionals who are well-trained to work in integrated care settings, thus making students marketable and sought after, in addition to helping fill the need for health care professionals in southern Oregon.

The GC in MedFT is a 12-credit, four-course sequence that provides specialized training in MedFT. The following courses comprise the four-course MedFT Certificate series and are already required by the MS MFT program*:

- MFT 510: Introduction to Marriage & Family Therapy – 3 credits
- MFT 566: Medical Family Therapy in Rural Areas I – 3 credits
- MFT 568: Medical Family Therapy in Rural Areas II – 3 credits
- MFT 562: Rural Considerations in Substance Abuse Treatment and Prevention – 3 credits

**Syllabi for the four courses in the MedFT series are found in the Appendix section at the end of this document.*

Thus, this GC is designed to create a clear identification of the specialty coursework in our program and not additional requirements. This will benefit our graduates as they enter a field looking for practitioners with a skill set in MedFT and integrated behavioral health care.

MedFT is a subspecialty within the field of Marriage and Family Therapy, which specifically trains mental health professionals to utilize the systems-focused Biopsychosocial-spiritual framework (Engel, 1977) in understanding how medical problems affect the mental, emotional, social, and spiritual health of the patient, as well as the family system; and, in turn, and how these elements reciprocally affect the patient's medical problem(s). Medical Family Therapists typically work in hospitals, doctors' offices, or other medical settings. An important focus of MedFT is about training clinicians to work collaboratively with doctors and medical personnel, who often speak a different language and come from a unique culture, to best treat patients and their families. Other terms related to MedFT are "collaborative health care" and "integrative health care." Other titles often given to those with this specialized training are "Behavioral Health Clinician", "Behavioral Health Practitioner", or "Integrated Behavioral Health Therapist."

Alignment with Mission

Oregon Tech Mission Statement

Oregon Institute of Technology ("Oregon Tech"), Oregon's public polytechnic university, offers innovative, professionally-focused undergraduate and graduate degree programs in the areas of engineering, health, business, technology, and applied arts and sciences. To foster student and graduate success, the university provides a hands-on, project-based learning environment and emphasizes innovation, scholarship, and applied research. With a commitment to diversity and leadership development, Oregon Tech offers statewide educational opportunities and technical expertise to meet current and emerging needs of Oregonians, as well as other national and international constituents.

(New mission statement approved and adopted August 8, 2019)

Embedded within the MS in Marriage and Family Therapy program, the GC in MedFT clearly aligns with Oregon Tech's mission to provide rigorous, high quality applied degree programs in health technologies and sciences, focus on the application of theory to practice, and offer statewide educational opportunities for emerging needs.

Applied Degree Program

Medical Family Therapy (MedFT) is a subspecialty within the applied field of Marriage and Family Therapy. The required GC in MedFT coursework provides a strong foundation in theory with a focus on application. The GC in MedFT curriculum emphasizes a strong theoretical foundation and hands-on application through required shadowing experiences with primary care providers in the community, attending patient meetings with medical personnel in the hospital setting, and shadowing other professionals who collaborate closely with doctors and medical personnel. For example, students meet with Dr. Brock Trejo at the Sky Lakes Klamath Medical Clinic and shadow him; they meet with and shadow the team at Klamath-Lake CARES, to see how interdisciplinary collaboration helps children who are suspected of being the victims of abuse; and meet with Barb Weathersby, LCSW, Behavioral Health Practitioner at OSHU/Cascades East, to get a clinic tour and see how collaborative health care in a medical setting operates. We have also opened a dialogue with the leadership of the OHSU Rural Campus to explore inter-professional training opportunities at their new Collaborative Health Center in Klamath Falls.

Rigorous, High Quality Program: The GC in MedFT is embedded within the MS MFT program. The MS MFT curriculum has been designed to meet the accreditation standards for the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) and the educational requirements of the Oregon Board of Licensed Professional Counselors and Therapists (OBLPCT), which licenses Marriage and Family

Therapists in the state. As a new program, the MS MFT is not yet able to stand for accreditation, as it has not graduated enough students. However, we are currently preparing for accreditation when eligible. In the meantime, our students are eligible to become LMFT Registered Interns with the State Board of Licensed Professional Counselors and Therapists, the state board for licensing of Marriage and Family Therapists.

Statewide Educational Opportunities: The MS MFT Program and GC in MedFT offer access to educational opportunities for students in rural communities, especially Klamath Falls. Southern Oregon and northern California are both considered health professional shortage areas, and the GC in MedFT within the MS MFT program will work to fill this need for qualified, ethical mental health professionals who can work collaboratively with medical personnel to help patients and their families.

The first course in the GC in MedFT series is currently offered in-person, or face-to-face, on the Oregon Tech Klamath Falls campus. The remaining three courses within the MedFT Graduate Certificate series are offered in a blended, or hybrid, format. This means these courses are mostly online with several in-person, experiential components. If there are those not currently enrolled in the MS MFT Program, who are interested in the MedFT Graduate Certificate in the future and live out of the Klamath Falls area or out of state, they may be able to Zoom into classes when necessary or complete experiential opportunities (i.e., shadowing at collaborative sites, attending patient meetings at a hospital or medical clinic) near where they live. The additional offerings of MedFT courses to those not in the Klamath Falls area may be necessitated as enrollment in the program grows.

Foster Student and Graduate Success: The MS MFT program provides students with the knowledge and skills necessary for immediate employment as Marriage and Family Therapists, Medical Family Therapists, and Behavioral Health Clinicians, and prepares students to meet Oregon State licensure (i.e., OBLPCT) requirements. To illustrate, recent graduates of the MS MFT program, who graduated in June 2019, were all employed within four months after graduation in a position related to their education in the MS MFT program.

The GC in MedFT within the MS MFT program enhances student career opportunities by preparing graduates to work in various integrated health settings, such as doctor's offices, hospitals, and rural health clinics (e.g., Klamath Tribal Health). Even in a community mental health agency setting (e.g., Klamath Basin Behavioral Health), it is essential that Marriage and Family Therapists who have been trained in MedFT are able to assess how the physical well-being (i.e., medical issues) of patients affects their mental, emotional, social, and spiritual health; and to know how to help along these dimensions. Having a GC in MedFT will set graduates of the MS MFT program apart from those who do not have this specialized training, thus making them even more marketable to prospective employers who are moving toward integrated health care and looking for employees who have this specialized training.

Emerging Needs: In the health care arena, there is now a greater emphasis on integration of behavioral and physical health care (Farley Health Policy Center, 2019). The GC in MedFT will prepare graduates to work in this emerging field, as many health care agencies are now seeing how the dichotomy between physical and mental well-being needs to be bridged in order to treat the "whole" patient (McDaniel, Hepworth, & Doherty, 2014). Medical Family Therapy's foci include the following: (1) collaboration between and integration within medical systems, and (2) how Behavioral Health Clinicians work with doctors and other health care professionals to help the "whole" patient and the patient's family (i.e., the context within the patient lives). Not only does the medical issue affect the patient, it also affects the family system and the family dynamics therein. There are a surfeit of initiatives aimed at integration and collaboration of care between mental health providers and medical personnel. As there is an emerging need for those trained in MedFT, having a GC in MedFT will differentiate MS MFT graduates from those who do not have this specialized training, thus making them even more marketable to prospective employers.

Unique and Distinguishing Features in Comparison to Existing Competitor Programs

There are no other GC in MedFT offerings in Oregon. The GC in MedFT coursework embedded within the MS MFT Program is unique in the state and is a distinguishing feature of the program that will allow it and its graduates to stand out from the other masters in mental health programs.

Alignment with Industry

Need for MedFTs: The following are examples of the need for integrated behavioral and physical health care (i.e., MedFT), and for those trained to provide these services:

- As part of healthcare reform, the *patient-centered medical home* has caught traction. This approach to primary care is where medical and other health care generalists and specialists, patients, and families work together to improve overall health outcomes for people living with chronic health conditions (McDaniel, Doherty, & Hepworth, 2014). Someone trained as a Medical Family Therapist would work within the patient-centered medical home as a specialist, who would work closely with medical personnel, patients, and their families.
- Additionally, grants and initiatives at the federal level have been emphasizing the importance of and movement toward collaborative health care (i.e., mental health professionals, doctors, and other health care workers working closely together for the betterment of the patient). For example, the Indian Health Service *Behavioral Health Integration Initiative (BH2I)* “aims to plan, develop, implement, and evaluate behavioral health integration with primary care, community based settings, and/or integrating primary care, nutrition, diabetes care, and chronic disease management with behavioral health” (Indian Health Services, retrieved from <https://www.ihs.gov/dbh/bh2i/> on September 5, 2019). The year 1 project for this initiative was as recent as September 30, 2017 – September 29, 2018. In keeping with this initiative, there is a nearby clinic ran by Klamath Tribal Health that is now offering collaborative health care. One of the MS MFT program’s practicum students is now completing her practicum experience (i.e., externship experience) at this clinic and getting opportunities to use her training in MedFT to benefit patients and their families at this location.

Job Postings: 2019 projections show that health care occupations will continue to be in high demand across communities in Oregon (Oregon Health Policy Board, 2019). This is especially true for Behavioral Health Clinicians. Rates of mental illness are much higher in Oregon compared to the national average and rate for the western U.S. For any mental illness, Oregon’s rate is 23.1 compared to the national average of 18.1 and western U.S. rate of 18.1 (Farley Health Policy Center, 2016).

As a result of the movement toward patient-centered medical homes, as well as grants and initiatives focused on integrative/collaborative health care (as aforementioned in the “Alignment with Industry” section), there is an burgeoning need for mental health professionals with MedFT training. MedFT courses have been embedded into the MS MFT curriculum as a result of the growing demand for qualified professionals who have this specialized training.

Several job postings in Oregon are looking specifically for “Behavioral Health Clinicians” or “Integrated Behavioral Health Therapist,” which are titles given to clinicians who work in collaborative or integrated care [i.e., MedFT] settings. For example, in Klamath Falls, Sanford Health is looking for an “Integrated Behavioral Health Therapist” and this person would “serve patients as an integral member of a patient-centered medical home or primary care clinic and is dedicated to helping patients get well and stay well within an inter-professional environment...” (indeed.com, posted December 14, 2019). La Clinica Wellness Center in Medford, Oregon is currently looking for an “Integrated Behavioral Health Clinician” who “shall be a primary billing behavioral health clinician providing direct mental health counseling as well as brief interventions to support members of our Patient Centered Primary Care teams and their patient panels” (indeed.com, posted November 23, 2019). Additionally, PeaceHealth Medical Group in Florence, Oregon was looking for a “Licensed Behavioral Health Clinician” who would “[work] collaboratively with the

interdisciplinary team to achieve optimal clinical outcomes” (Glassdoor.com, posted September 4, 2019). The GC in MedFT speaks specifically to preparing Oregon Tech MS MFT students well to fill these needed, specialty positions.

Practice-oriented (e.g. hands-on, etc.) Elements in the Program’s Curriculum

The required GC in MedFT coursework provides a strong foundation in theory with a focus on application. The GC in MedFT curriculum emphasizes a strong theoretical foundation and hands-on application through required shadowing experiences with doctors in the community, attending patient meetings with medical personnel in the hospital setting, and shadowing other professionals in the community who collaborate closely with doctors and medical personnel. For example, students meet with Dr. Brock Trejo at the Sky Lakes Klamath Medical Clinic and shadow him; they meet with and shadow the team at Klamath-Lake CARES, to see how interdisciplinary collaboration helps children who are suspected of being the victims of abuse; and meet with Barb Weathersby, LCSW, Behavioral Health Practitioner at OSHU/Cascades East, to get a clinic tour and see how collaborative health care operates.

After students complete the necessary coursework, required shadowing experiences and meetings with doctors and medical personnel for the GC in MedFT, they start their practicum experience, which is a requirement within the MS MFT curriculum. The practicum experience spans the last four terms/quarters of the MS MFT program, starting in the Summer term. During the practicum experience (i.e., externship), students gain valuable clinical experience – and other necessary experiences related to being an MFT and MedFT – working in an agency setting in the community. These experiences give students the ability to apply all they have learned from the GC in MedFT course sequence in helping those with whom they work at their respective practicum sites, thus giving them another “hands-on” or “applied” experience. It is important to note that one practicum site, Klamath Tribal Health and Family Services in Chiloquin, Oregon, is a MedFT-specific site. The practicum experience is the culmination of their training in the MS MFT Program, and helps make MS MFT graduates marketable and ready for employment following completion of their degree.

Salary Expectations and Placement Opportunities for This Program’s Graduates

The starting salary of MFTs is approximately \$45,000 to \$60,000. The approximate salary range for MedFTs, or Behavioral Health Clinicians (BHCs), is slightly higher. According to the Bureau of Labor Statistics (2017), MFTs across the U.S. have a mean annual salary of \$53,860 and MFTs in Oregon have an average annual salary of \$50,350. Most positions for MFTs, or specifically for BHCs, list a salary range which is contingent upon experience. It is important to note that, to become a fully licensed MFT (i.e., LMFT) in the state of Oregon, graduates need to be first become Licensed Marriage and Family Therapy (LMFT) Registered Interns. LMFT Registered Interns work under the supervision of a state approved supervisor while accruing a total of 2,400 hours of clinical client contact. LMFT Registered Interns are typically paid less than fully licensed MFTs.

It is anticipated that graduates of the MS MFT program will work in mental health, substance use disorder treatment, or integrated behavioral health care settings directly following graduation. The treatment settings in which our students work, and will work, include but are not limited to the following: community mental health centers, private practice clinics, residential substance use disorder treatment centers, correctional facilities, and hospitals and medical centers. Specifically, graduates will be trained and qualified to work in medical and integrative health care settings, as a result of the training they get in the MedFT courses in the program.

Alignment with the Departmental Strategic Direction and Growth

The Humanities and Social Sciences Department has identified several areas for growth potential and differentiation, including the MS MFT program and the MedFT focus.

***MS in Marriage and Family Therapy:** According to the Oregon Talent Council, Mental Health Counseling is a critical need in Oregon. This need is especially acute in rural areas. Our new MFT program will have three potent differentiators: 1) an emphasis on rural mental health, 2) a track in Medical Family Therapy, and 3) training in telemental health best practices. MedFT is particularly timely with Oregon's new "Patient Centered Medical Family Model" of patient care. In this concept, a mental health therapist is a member of the network of specialists arrayed around each patient. Oregon has no MedFT program other than ours, and the closest potential competitor is located in Seattle. Additionally, our MFT program is planning to integrate "telemental healthcare" technology into its curriculum. Oregon Tech can be a leader in this emerging approach to serving the needs of rural Americans.*

(2017/18 Strategic Plan for Humanities and Social Sciences)

Marketing Considerations

The MS MFT Program has been working with SEM and MarCoPa to develop and implement marketing strategies for the program. The inclusion of the GC in MedFT coursework within the MS MFT Program is a unique and distinguishing feature that will be emphasized in future marketing efforts. As part of the long-term marketing strategy, opportunities will be developed to recruit professionals in MFT or related fields who seek the additional GC in MedFT credential.

Anticipated Market and Targeted Demographics

Prospective students vary in age and life experiences. It is important to note that, to date, very few students applying for and admitted to the MS MFT Program have been traditional students. The majority of students in the MS MFT Program and those who would complete the GC in MedFT did not start the MS MFT Program directly after completing their baccalaureate degree. They have often worked in a helping discipline or other profession for several years (approximately five years on average) before deciding to earn their MS MFT degree.

Those who are interested in the MS MFT Program and the GC in MedFT are often those who are interested in helping others and who are also interested in the medical or health care field, but feel strongly that they need to help others as a mental health professional. MedFT is the perfect marriage of mental health and medical health care, which is very appealing to students who are considering whether to apply to the MS MFT program. Approximately five of the 13 current students decided to pursue their education in the MS MFT program at Oregon Tech to obtain the MedFT training embedded within the curriculum. In the future, the GC in MedFT could attract students whose interest initially lay with the upcoming DPT, but decide to pursue another graduate degree option.

Evidence of Strong Student Market

With the movement toward the patient-centered medical home model, as well as grants and initiatives focused on integrative/collaborative health care (as aforementioned in the "Alignment with Industry" section), there is an ever-increasing need for MedFT training and consequently the GC in MedFT offering at Oregon Tech. There are MedFT Graduate Certificate offerings at universities across the country, though there is not one such certificate offered in the state of Oregon. This certificate offering would set us apart from other MFT programs in Oregon. The closest MedFT Certificate is offered at Seattle Pacific University in Seattle, Washington. Seattle Pacific University reports that they average ten students a year who take the necessary MedFT Certificate classes. In another part of the country, at Oklahoma Baptist University near Oklahoma City, Oklahoma, they offer a MedFT Certificate to fill the need for well-trained MedFTs. Oklahoma Baptist University reports that they have four to five students earn their MedFT Certificate each year.

Evidence of Strong Employment Market

Southern Oregon is designated as a Health Professional Shortage Area (HPSA) and as such, medical and mental healthcare professionals are in very high demand. As aforementioned, there are many job postings looking for qualified behavioral health clinicians who are properly trained. This applies to job postings for local positions (in Oregon and California), as well as for jobs across the U.S. (i.e., the Midwest and the East coast). For example, a recent Google search (on September 5, 2019) for “Behavioral Health Clinicians” yielded job postings for positions in Wisconsin, Michigan, and along the eastern sea board. These stand as evidence of the great need for MedFTs locally and across the country.

How is the program specifically being shaped to meet identified market needs?

We specifically designed the MFT program to address the emerging need for integrated health practitioners created by our State’s adoption of a patient-centered medical home model. The proposed GC will communicate this intentional and market-focused aspect of our program to the employers of our graduates.

Can the program be flexible enough to change as market demand/needs change?

Yes. The faculty will continue to stay abreast of other emerging markets trends related to behavioral health care, which would require us to make necessary revisions to the GC in MedFT and related course offerings.

A potential avenue of expansion may be offering the GC in MedFT to non-degree seeking students (i.e., working professionals looking for professional development or further credentialing). At this time, HSS does not have firm data on the market potential in this area or interest from potential industry partners, thus this proposal is restricted to students enrolled in the MS MFT Program. Once we have the GC in MedFT approved, it will make outreach and data collection on this front more productive.

Market demands and sustainable cohort

2019 projections show that health care occupations will continue to be in high demand across communities in Oregon (Oregon Health Policy Board, 2019). This is especially true in rural regions of the state, such as southern Oregon, which is a nationally designated health professional shortage area (HPSA; Health Resources and Services Administration, 2019; <https://data.hrsa.gov/tools/shortage-area/hpsa-find>). More qualified mental health professionals are needed in HPSAs, especially Oregon. Rates of mental illness are much higher in Oregon compared to the national average and rate for the western U.S. For any mental illness, Oregon’s rate is 23.1 compared to the national average of 18.1 and western U.S. rate of 18.1 (Farley Health Policy Center, 2016).

As a result of the movement toward patient-centered medical homes, as well as grants and initiatives focused on integrative/collaborative health care (as aforementioned in the “Alignment with Industry” section), there is an ever-increasing need for mental health professionals with MedFT training. MedFT courses have been embedded into the MS MFT curriculum based upon the growing demand for qualified professionals who have this specialized training.

There is clearly a substantial unmet need in Oregon’s workforce for our graduates.

Value proposition/ Risk analysis**Competition; unique value proposition**

No other behavioral health graduate training program in the State of Oregon offers a GC in MedFT. The proposed GC in MedFT will enable OIT to differentiate our program from similar programs in the state in our recruiting and marketing efforts. While MedFT options exist at a handful of universities in the western United States and online, ours is the only program to intentionally and fully integrate this in-demand training.

As resources are already dedicated to teaching the MedFT course sequence in the MS MFT, this proposal creates no additional financial risk.

Potential Risks

As this GC requires no additional financial resources, we see no additional financial risk. Rather, this is an opportunity to improve the financial performance of the MS MFT Program through differentiation and recruiting.

In terms of other related risks, students in the GC in MedFT classes are required to shadow other professionals in the community. This means that students are not conducting and providing their own therapeutic interventions to the community; this only happens at the end of their training in the MS MFT Program within their Practicum classes. Students are only shadowing professionals at other agencies as part of shadowing experiences. Prior to taking part in required shadowing experiences, students complete the Ethics course within the MS MFT program and are therefore very aware of HIPAA regulations and the importance of maintaining client/patient confidentiality. The importance of confidentiality is also taught and discussed in other courses within the MS MFT program, so this is instilled in students early on in their education. Additionally, shadowing sites require that students read, complete, and understand HIPAA/confidentiality agreements prior to their experiences at these sites.

How are these risks being addressed in the proposal?

At this time, we see no substantive additional risk to Oregon Tech from this proposal.

Does the 5-year budget plan reflect that risk (i.e., committing long-term assets at the appropriate time, etc.)?

Not applicable to GC request. 5-year pro forma for the MS MFT program is on file with OIT Budget Office. AVP Financial Operations, Stephanie Pope, has been in discussions regarding this proposal and has determined that "based on our conversation, it sounds like the courses involved in this new graduate certificate program already exist and have resources currently committed to them. Assuming no programmatic changes (or wild success of the 'definition' of these programs being more defined) and with the continued support of your Dean there would be no additional budget needed." See email from Ms. Pope at the end of the Appendix.

If the program fails to meet objectives, how can it be unwound with minimal costs?

Not applicable for GC request.

Infrastructure

Capacity deliver the program without extra resources in the startup phase

N/A. The GC in MedFT is embedded within the MS MFT Program. No additional resources are needed to start offering the certificate.

How will the program utilize existing physical and human resources effectively?

The proposed GC in MedFT will maximize the impact of resources already dedicated to the MS MFT.

Will new physical or human resources be needed to achieve success with the new program?

No.

Stephanie Pope, AVP FO, has determined that “based on our conversation, it sounds like the courses involved in this new graduate certificate program already exist and have resources currently committed to them. Assuming no programmatic changes (or wild success of the ‘definition’ of these programs being more defined) and with the continued support of your Dean there would be no additional budget needed.” See appended email from Ms. Pope.

How will this success be measured?

The impact of awarding a GC in MedFT to our MFT graduates will be measured by tracking the number of graduates seeking and finding employment in MedFT related positions and starting salaries of these positions.

As with other learning outcomes in the MS MFT program, learning objectives in MedFT courses will be assessed and the results included in annual MS MFT Assessment Reports. Results will be measured using both direct and indirect measures.

Will the program cannibalize existing programs?

No. It is for existing MS MFT students only.

Alternatively, does the program leverage existing programs?

Yes. Identifying the embedded course sequence as a “Certificate” leverages the MS MFT program, improving its ability to recruit students, pursue external funding, and establish community partnerships.

Does this program have potential to cross inter-disciplinary boundaries?

Yes. With the MedFT emphasis, it will be possible to place interested students in interprofessional medical training situations. Specifically, we have opened discussions with the leadership of the OHSU Rural Campus. There is potential to place our students with theirs in the new simulation facility at the Collaborative Health Center in Klamath

Falls. Having a GC in MedFT will signal to our OHSU partners the appropriateness and advantages of an additional OIT/OHSU collaboration.

Currently, we have one MSMFT student engaged in practicum supervision at the BIG ABA clinic. It is possible that MSMFT students on this track to become involved at the BIG ABA.

Additionally, once the DPT program is established and accredited, we will explore potential collaborations with that program. However, without a Director of DPT, it is impossible to predict how such conversations will go.

How does the developer anticipate ramp-up and what would be the markers/drivers used to gauge when ramp-up is needed? (Budget needs to reflect thoughtful analysis in this area).

Not applicable. The GC will be effective immediately with no additional resources or course development needed.

How will the program measure vitality and sustainability? What are the metrics for this program? Are there elements unique to this program and how will their effectiveness be measured?

This proposal is for a Graduate Certificate and not a new program, thus this question is largely non-applicable. The GC in MedFT is requested as a means to improve the vitality of the MSMFT program through differentiation and recruiting.

Budget

Stephanie Pope, AVP FO, has determined that “based on our conversation, it sounds like the courses involved in this new graduate certificate program already exist and have resources currently committed to them. Assuming no programmatic changes (or wild success of the ‘definition’ of these programs being more defined) and with the continued support of your Dean there would be no additional budget needed.” See appended email from Ms. Pope.

The GC in MedFT consists of courses that are embedded in the existing MS MFT program. No additional budget will be necessary to offer the coursework of this program. Please see Stephanie Pope’s attached email in the Appendix section supporting this.

Since this proposal seeks only to strengthen the identity of our existing MS MFT Program, most budget questions are not applicable. However, this proposal does represent an opportunity for Oregon Tech to invest in the marketing and admission support of the MS MFT program. In general, master’s degrees are new to Oregon Tech and much of our admissions and MarCoPa infrastructure is slow to react and strongly support this new element of our institutions portfolio.

MS MFT, as part of a larger HSS effort this year, is working closely with MarCoPA to develop new marketing materials and strategies. So far, this has included updating collateral materials, radio spots, web optimization, and campus visits by MS MFT faculty. As our students are not traditional undergraduate degree seeking students, our marketing efforts for MS MFT do not easily piggy-back on general Oregon Tech marketing efforts. To date, expenses related to these activities have been funded from general HSS indexes.

Student success through professional practice.

The GC in MedFT curriculum emphasizes a strong theoretical foundation and hands-on application through required shadowing experiences with doctors in the community, attending patient meetings with medical personnel in the

hospital setting, and shadowing other professionals in the community who collaborate closely with doctors and medical personnel. These required shadowing experiences and meetings are already set up with partners in the community (i.e., Klamath-Lake CARES, OHSU/Cascades East, Sky Lakes Medical Center, etc.).

After students complete the necessary coursework, required shadowing experiences and meetings with doctors and medical personnel for the GC in MedFT, they will then start their practicum experience, which is a requirement within the MS MFT curriculum. The practicum experience spans the last four terms/quarters of the MS MFT program, starting in the Summer term. During the practicum experience (i.e., externship), students gain valuable clinical experience – and other necessary experiences related to being an MFT and MedFT – working in an agency setting in the community. The two current practicum sites we are using are Klamath Basin Behavioral Health and Klamath Tribal Health.

While practicum sites are not necessarily MedFT-specific, students often work with clients/patients in these settings who have medical issues in addition to mental, emotional, social, and relational difficulties. These experiences give students the ability to apply all they have learned from the GC in MedFT course sequence in helping those with whom they work at their respective practicum sites, thus giving them another “hands-on” or “applied” experience. The practicum experience is the culmination of their training in the MS MFT Program, and helps make MS MFT graduates marketable and ready for employment following completion of their degree.

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APPENDIX

Order of Syllabi:

- MFT 510: Introduction to Marriage & Family Therapy
- MFT 566: Medical Family Therapy in Rural Areas I
- MFT 568: Medical Family Therapy in Rural Areas II
- MFT 562: Rural Considerations in Substance Abuse Treatment & Prevention

Email from Stephanie Pope about Budget



Oregon Institute of Technology
MS MFT 510

Introduction to Marriage and Family Therapy

Fall 2019

Instructor Name: Kevin C. Garrett, Ph.D., LMFT, AAMFT Approved Supervisor

Office: Semon Hall 105 (SE 105)

Phone: 541-885-1010*

Email: kevin.garrett@oit.edu*

Office Hours:

Wednesdays, 1:00-3:00 PM**

Thursdays, 12:00-2:00 PM**

***If these times do not work for your schedule, please email me and we will work out a time to meet that will work with both our schedules.*

Best Way to Contact:

Email is the preferred way to contact me. If you email me, I require that you use appropriate grammar, spelling, punctuation, and upper and lower case. Please do not write an email like you are texting me. Remember, the tone of an email is hard to decipher. Therefore, please proof read your email before sending it to me. Make sure your emails and correspondence to me are respectful. My correspondence and communication with you will always be respectful. You can call me on my office phone as well. I am generally very prompt in replying to your emails or voicemails.

NOTE: It is important that you check your OIT email daily, as this is how I will send course correspondence and updates.

**It is my policy to return emails and voicemails within 24 business hours, unless I am out of the office, traveling, or ill. I typically do not check emails over the weekend. If you leave me an email over the weekend, I will reply to you on Monday. The same policy applies to voicemails left over the weekend.*

PLEASE KEEP A COPY OF THIS SYLLABUS FOR YOUR RECORDS.

Catalog Course Description:

Introduction to the history and philosophy of family therapy, including foundational theories, professional roles and functions, and integrated behavioral health care systems, including interagency and inter-organizational collaboration and professional consultation.

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:

MFT 510.1 - Describe the history and philosophy of the marriage and family counseling and therapy profession and its specialty areas

MFT 510.1 a - Describe the historical development of the relational/systemic perspective and contemporary foundations of MFTs

MFT 510.2 - Describe the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and inter-organizational collaboration and consultation

MFT 510.2 a - Describe the roles and functions unique to Rural Mental Health care

MFT 510.2 b - Describe the roles and functions unique to Medical Family Therapy

MFT 510.3 - Describe current labor market information relevant to opportunities for practice within the profession

MFT 510.6 - Describe the "Self of the Therapist" training philosophy

MFT 510.6 a - Begin to apply "Self of the Therapist" philosophy to their own professional development

MFT 510.7. - Describe bio-psycho-social approaches to healthcare.

MFT 510.8. - Describe how to work collaboratively as members of holistic medical teams.

MFT 510.9. - Describe how students' own experiences with health and illness may affect their clinical work.

Course Format: Face-to-Face

Credit Value: 3

Required Materials:

The following (below) textbooks are required for this course. Other articles and additional readings may be given to students in class and/or posted in the course Canvas shell. All additional readings will be announced in class, and via Canvas and email.

Landers, A. L., Patton, R., & Reynolds, M. (Eds.) (2016). *Family therapy glossary* (4th ed.).

Alexandria, VA: American Association for Marriage and Family Therapy.

McDaniel, S. H., Doherty, W. J., & Hepworth, J. (2014). *Medical family therapy and integrated care*

(2nd ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1-4338-

1518-8 (hard cover). ISBN-13: 978-1-5328-7762-9 (paperback).

Wetchler, Joseph L., & Hecker, Lorna L. (2015). *An introduction to marriage and family therapy*

(2nd ed.). New York: Routledge. ISBN-13: 978-0415719506 (paperback).

Class Format:

This face-to-face class will be taught using a variety of teaching methods to better serve the myriad of student learning styles. Material will be presented to students using PowerPoint and other delivery methods; large- and small group discussions and activities will be utilized; videos, media, and news may be used to apply course material to real-life issues. Much of the course material, including PowerPoints, will be posted to the course Canvas shell. Students will also be able to utilize Canvas to track their grade in the course.

Course Requirements:

PROFESSIONALISM:

It is expected that students will address concerns directly with faculty and/or fellow students before bringing concerns to other faculty or university staff or administration. Directly addressing concerns with those directly involved is a hallmark of professionalism. Please remember that you will be representing the MFT profession and Oregon Tech while you're a student as well as when you complete your degree. Therefore, you are expected to act in ways that are above reproach.

FULL-TIME GRADUATE STUDY: OBLIGATIONS AND PRIVILEGES

ATTENDANCE REQUIREMENTS

Attendance requirements for students or penalties for missing classes appear on course syllabi. A policy, clearly outlined at the outset of the course, may prevent any misunderstandings; a hastily composed policy after a student's repeated absences can cause needless friction.

Unlike undergraduate education programs, Oregon Tech's MS MFT program is a clinical training graduate program ~ heavily experiential, interactive and relational, with one class building on the previous class. Students must attend, and fully participate in every meeting of each class, on time. Class participation is both an obligation and a privilege.

Because the MFT program recognizes the diverse responsibilities of adult learners, and recognizes that unexpected and unavoidable absences may occur, the following class attendance policies have been developed.

- The three credit hour graduate course is universally understood to mean 30 hours of face-to-face classroom work across the course of one academic term, or its equivalent in online and blended courses.
 - Final grades reflect participation in the 30 hours of required classroom instruction.
 - Missing more than 10% of the face to face components of any course will make it difficult to earn an "A" in the course.

MISSED CLASSES MEAN LOWER GRADES

Absence from more than 10% of live course components, for any reason, may result in a lower final grade.

- For example, students with a final grade of "A", may receive a "B". Students with a final grade of "B", may receive a "C".
- In all cases, the student must notify the instructor as soon as possible if an absence or tardiness cannot be avoided.
- Opportunities to "make up" missed course experiences are seldom possible; and may, or may not, be arranged at the discretion of the instructor.

FEW EXCEPTIONS

Exceptions to these attendance policies, involving extreme circumstances, are very unusual. Exceptions may be considered on a case by case basis.

Extreme circumstances may include

- Death or major illness in a student's immediate family
- Illness of a dependent family member
- Illness that is too severe or contagious for the student to attend class
- Required participation in an authorized professional activity related to the field (e.g., attendance at conferences, academic presentations)
- Required participation in military duties
- Participation in legal proceedings that require the student's presence
- Religious holy day

Extreme circumstances do not include

- Struggles with time management
- Forgetfulness
- "Self-care"
- Misunderstood expectations
- Family birthdays or other family celebrations
- Activities of family members
- Travel
- Vacations

CONSEQUENCES OF EARNING LESS THAN A FINAL GRADE OF B

- Because the curriculum is sequential, with one course building on another, students must earn a B or better in each course before progressing to the next course in the sequence.
- Students may formally petition the MS MFT Director to repeat a course in which less than a B is earned. (Students must contact the MS MFT Director to obtain the required petition form.)

- Students granted permission to repeat a course will be placed on a leave of absence from the program until the course is next offered. Courses are offered once annually.

COURSEWORK PREPARATION: FULL TIME GRADUATE STUDY

The MS MFT program is a rigorous full time graduate program, requiring a commitment of at least 36 hours of study weekly.

- For each hour in class, students can anticipate that they will spend at least 3 additional hours a week preparing for class.
 - For one 3 credit course, this is a total of at least 12 hours a week
 - For three 3 credit courses, this is a total of at least 36 hours a week

COURSEWORK EXPECTATIONS: ASSIGNMENTS

Students must come to each class meeting fully prepared for well-informed class participation, with completed assignments

- Students must complete all assignments, readings, etc., as they are due, as indicated by each instructor in each course syllabus
 - Unless instructors have indicated otherwise in their course syllabi, late assignments will not be accepted, reviewed or graded. Missed assignments mean lower final grades.

Approval for late assignments may be awarded in the case of extreme circumstances. See above for examples of extreme circumstances. Students may formally petition the course instructor to allow for late submission of assignments, who may or may not approve late submission.

TARDINESS POLICY

Instructors will consider repeated late arrivals and early departures as absences, which will result in a lower grade.

Assignments:

The following assignments are required this term. Students are expected to turn in assignments by their respective due dates. While students are expected to keep up with assignments, I am aware that unforeseen circumstances arise, which may prevent students from completing an assignment on time. However, these should be rare occurrences (if this becomes a pattern, faculty may talk with the student). If an emergency situation arises, which prevents you from completing an assignment on time, please speak with me immediately. If I feel the reason is valid, I will give you an opportunity to submit it at a later date. If your assignment is not turned in by the new deadline

given to you, you will lose points on the assignment. Each extension given by me will be handled on a case-by-case basis and I reserve the right to approve or not approve of the extension. If you turn in an assignment late, I will deduct 15% (of the total points possible on the assignment) per consecutive day it is late. If you submit an assignment after 11:59 PM on the day it is due, it will be counted as late. For example, if you turn your paper in 2 days late, 30% will be deducted on it. Unless otherwise instructed by me in the syllabus (or in the instructions for each specific assignment), each paper needs to be written in APA style. Refer to the American Psychological Association (2019) Publication Manual or Purdue University's Owl APA Style website (<https://owl.english.purdue.edu/owl/resource/560/01/>) for help with writing in APA style. Unless I specify otherwise, I will return your graded assignments to you within 7 consecutive days of the due date.

Assignment #1: Person/Self of the Therapist Philosophy Paper. Worth 50 points.

Based upon what we have discussed in this class and from the readings regarding person/self of the therapist, you will type up a paper in response to the below questions. This paper will be approximately 3-4 pages long (no longer than 5 pages; double spaced, per APA style). Be sure to use the following questions as headings and then type your responses under each heading. Be sure to use citations and a References page when summarizing or quoting other people. Use full sentences and paragraphs in responding to questions. Also, be sure to address each of these items/questions in your paper (or else points will be deducted):

8. What is meant by a "person of the therapist" framework or philosophy?
9. What does a person of the therapist framework mean to you?
10. Why is it important to discuss and be aware of person of the therapist, even as early as this first term?
11. What helped you decide to start this program and to become an MFT? Succinctly, share what led you to want to become an MFT. Only Dr. Garrett will read this paper (unless you tell me that you're going to harm yourself or someone else).
12. What client issues might stir up person of the therapist issues for you (i.e., What client issues might "trigger" you personally)? How can you appropriately deal with these times when this happens, or prevent these times from happening in the first place?
13. How will you personally, appropriately, ethically, and professionally (please address each of these, though some may overlap) use person of the therapist in your future practice as an MFT?
14. How does self-care and personal work (i.e., taking part in your own therapy) relate to a person of the therapist philosophy?

Assignment #1 is due by 11:59 PM pacific on Tuesday, October 29, 2018. It is worth 50 points. You will submit (upload) your typed assignment through Canvas. It is also good practice to email this assignment to me right after you submit it in Canvas, in case it doesn't submit properly through Canvas. Be sure your name and the assignment title is included in the file name you give this assignment when saving it (for example, I would save my paper as follows: "Garrett_K_Assignment 1.docx". Save your paper in MS Word (.docx) or a PDF file format (.pdf) before submitting it.

Assignment #2: Mental Health Professional Interview Paper. Worth 75 points.

This assignment will be conducted (i.e., the interview completed) and then typed up. There are 2 parts to this written assignment. Your completed paper will be comprised of the 2 parts and will be approximately 4-6 pages in length (no longer than 7 pages; double spaced, per APA style).

For Part 1 of this assignment, you will conduct a 15-minute minimum interview (please no longer than 30 minutes) with a mental health professional and then will type this up. **Your interview needs to be done in person.** I prefer that you interview a licensed marriage and family therapist/counselor (LMFT), but it needs to be someone in the Klamath Falls or a surrounding community. However, you may also interview a licensed professional counselor, licensed clinical social worker, licensed/clinical psychologist, licensed alcohol and drug counselor, or psychiatrist if you are not able to interview an LMFT. Please be respectful of this person's time and ask them well in advance of the due date to take part in the interview. It is also preferred that this mental health professional is currently practicing. Be sure to address each of the following items/questions in your interview with the mental health professional:

16. Their name.
17. Their licensing credential(s) (i.e., LMFT, LPC, CADC, Clinical Psychologist, etc.), their level of education (i.e., master's degree, Ph.D., Psy.D., M.D.), and any specialized training (i.e., certificates, additional trainings – EMDR, for example) they have received.
18. How long they've been in their current clinical practice. How many total years they have been in clinical practice in their lifetime.
19. If they are comfortable (they do not have to answer this) telling you, what their annual salary is from their current clinical work/job **and/or** what clinicians in their field are typically paid for a year in the Klamath Falls area.

20. Their current responsibilities as a clinician (those in addition to doing therapy/counseling).
21. The setting in which they work (i.e., community mental health, private practice, hospital, etc.) and others they have worked at in the past, if they've worked in other jobs.
22. The wisdom they would like to impart to an emerging MFT/student (i.e., making time for self-care and other areas of life outside of work, etc.).
23. What various settings and/or jobs can someone with their credentials work in?
24. How they view the importance of collaborating with other mental health professionals and disciplines (i.e., collaborating/communicating with parole/probation officers, medical personnel, etc.).
25. What agencies and other professionals do they often collaborate, associate, and/or work with?
26. How their training and role is different from that of other disciplines/professions (i.e., if they're an LMFT, how their training was different from their LPC counterparts; vice-versa for LPCs, psychologists, etc.).
27. What important specific concepts and interventions do they often use and/or observe in their clinical work (e.g., equifinality, joining, building rapport, reflective listening, linear causality, circular causality, reframing, paradoxical interventions, family hierarchies, cognitive distortions/thinking errors, etc.)?
28. What led them to become a mental health professional?
29. What do they do for self-care and why is self-care important to them?
30. Any last-minute things they'd like to share as the interview wraps up?

You can audio- or video record your interview (if you utilize one of these recording methods, be sure you get permission from the person being interviewed first) or take notes about how they respond to each of the above questions/things. Then, in Part 1 of your paper you will **type up a reprint** each of the above questions/items and then **summarize their responses to each question/item underneath each question/item**. In your paper, reprint the questions exactly how you asked them. However, the responses do **not** need to be typed up exactly how the interviewee worded them (i.e., they do not need to be verbatim). In fact, I prefer that you summarize the responses. Share the important parts of their responses in your summaries. However, use full sentences when giving their responses to questions.

For Part 2 of this assignment and in the same paper as Part 1, you will type up your responses to the following questions (**reprint each of the following questions and then type up your responses under each of them**) based upon your experiences, feelings, and observations while you conducted the interview in Part 1:

8. What did you specifically learn from conducting this interview? If you learned something new, what specifically did you learn? If you didn't learn something new, what other questions could you have asked so you could have learned something new?
9. How will you use the new knowledge (as mentioned in question #1 above) in your future career as an MFT? If you were reminded of things you already knew, how will you use this knowledge, of which you were reminded?
10. Does the individual you interviewed seem satisfied with their job? Why or why not? (Do NOT answer this question only using "yes" or "no"; be sure to explain why the individual does or doesn't seem satisfied with their job.)
11. What was happening internally for you as you interviewed this person (i.e., the interview piqued your anxiety, you were excited as they answered your questions, you felt a connection to this person, your experiences resonated with theirs, etc.)? Be specific and explain why you think you reacted this way.
12. After conducting the interview, do you have an idea of the setting in which you would eventually like to work? If yes, which setting and why? If not, what different settings are you considering and why?
13. What other impressions and thoughts did you have as you conducted the interview and completed this assignment?
14. What other things would you want to ask this person if given the opportunity?

Assignment #2 is due by 11:59 pm pacific on Tuesday, November 26, 2019. It is worth 75 points. You will submit (upload) your typed assignment through Canvas. It is also good practice to email this assignment to me right after you submit it in Canvas, in case it doesn't submit properly through Canvas. Be sure your name and the assignment title is included in the file name you give this assignment when saving it (for example, I would save my paper as follows: "Garrett_K_Assignment 1.docx"). Save your paper in MS Word (.docx) or a PDF file format (.pdf) before submitting it.

Assignment #3: Assigned Individual Discussion Board Topic and Responses. Worth a total of 40 points.

There are 2 parts to this assignment. On the first day of class, each student will select one discussion board topic/question (I will have a list of these to choose from) related to the history of MFT, as well as important contributors to this prolific field. With these assigned on the first day of class, this will give students ample time to research the topic/question before it is due. These topics will be posted in Canvas under "Discussion Board".

- For Part 1 of this assignment, each student will type a well-informed, well-researched response (keep your response succinct and limited to 1200 – 1500 words or less) to their assigned topic/question by the due date for Part 1. **Part 1 (your response to your assigned topic/question) is due by 11:59 PM pacific on Tuesday, November 26, 2019.**
- For Part 2 of this assignment, each student needs to respond to at least 2 other classmates' discussion posts/responses. Your responses don't need to be lengthy, but one-sentence or one-word replies are not acceptable. Be sure to show that you put some thought into your responses. When you make comments about a classmate's post, be sure to be respectful and polite, even if you disagree. You can pose more questions based upon what they said or can ask for clarification in your response. What I'm hoping will happen is that this will be a great way for each of you to discuss, clarify, and teach each other about important principles, concepts, and people involved in the development of the field of MFT. I will read each of your replies and comments. However, I may not respond to everything that is posted. I may make specific comments or help to clarify things, if needed. **Part 2 (your responses to 2 of your classmates' posts) is due by 11:59 PM pacific on Tuesday, December 3, 2019.**

Assignment #3 - This assignment (both parts together) is worth a total of 40 points. Part 1, by itself, is worth 30 points total. Part 2, based upon each response to a classmate's post, is worth 10 points total (i.e., 5 points for responding to 1 classmate's post, 10 points for responding to 2 posts). A rubric will be used to grade this assignment. If you do not show that you've researched your topic/question well enough or do not spend much time on your initial response, you will lose points. If you do not respond to 2 of your classmates' posts, you will lose points per post. If any student's responses to a classmate's post are disrespectful or rude, I reserve the right to not award points for Part 2 and I will meet with that student in person to discuss this. An atmosphere of safety and respect is expected in this course, in the M.S. MFT Program, and at Oregon Tech.

Assignment #4: Two Other Discussion Board Posts. Worth a total of 20 points.

I will post 2 other discussion board questions in Canvas (found in the "Discussions" tab, labeled "Assignment #4-A" and "Assignment #4-B"), which will be due at different times throughout the term. For each of these discussion board questions, in order to complete this assignment, each student will need to respond to the original question that I posted, then will also respond to at least 2 of your classmates' posts by the deadline (due dates listed below for each discussion board question). Your initial response to the original question does not need to be long. However, be sure your response shows that you put some thought into answering the question. Your responses to each other's posts do not need to be long and, in them, you can pose other questions, share your thoughts, ask for clarification, provide your own clarification, etc. The same rules apply as found

in Assignment #3 above about being respectful of one another's posts. I may respond to posts and/or post things to help clarify concepts or share other perspectives. You will be able to find your grades for these posts, and other assignments, in Canvas.

Assignment #4 is comprised of 2 separate discussion questions, each comprised of your initial response to the original question and your responses to 2 classmates' posts, and each one (i.e., "Assignment #4-A") is worth 10 points. These are worth a total of 20 points. In each assignment, your initial response to the question is worth 8 points and your response to each classmate's post is worth 1 point. If you fail to respond to the original question or do not do so in time, you will not be given any points. If you only respond to 1 classmate's post, not 2 classmates' posts, you will only earn 1 point. A rubric will be used to grade this assignment. It is important that, in your replies to your classmates' posts, you do not just respond with "I agree" or "I disagree." If you respond like this, you will not earn any points. If you disagree, you can state this but then follow it up with why you agree or don't agree, etc. Show that you put some thought into your responses and your replies to classmates' posts. Also, remember that you must be respectful in your posts and responses to classmates' posts.

Here are the due dates for each of the discussion board assignments:

- **Assignment #4-A** – Initial post due by 11:59 PM pacific on Tuesday, October 29, 2019
(NOTE: For #4-A, respond to 2 classmates' posts by 11:59 PM pacific on Tuesday, November 5, 2019)
- **Assignment #4-B** – Initial post due by 11:59 PM pacific on Tuesday, November 19, 2019
(NOTE: For #4-B, respond to 2 classmates' posts by 11:59 PM pacific on Tuesday, November 26, 2019)

Assignment #5: Personal Illness Assignment. Worth 60 points.

For this assignment, you will type a 3-5 page double-spaced APA style paper (not including the title page and References page; your final paper will be 5-7 pages total; please do not make it longer than 8 pages) in which you do each of the following (use headings for each, so you do not miss any in your paper):

- Detail an illness or health problem you experienced; give it a name (only I will read these; if your health problem is extremely private and sensitive, you can change it for purposes of this assignment). For example, I had my appendix removed, and had the stomach flu and pink eye at the same time (use the medical

terms for each condition, so for example, pink eye = “conjunctivitis”), so I could list these all as they occurred within days of each other.

- Using the bio-psycho-social-spiritual framework or model as your guide, carefully think about and detail in your paper the following:
 - How did your illness/health problem affect you biologically (physically, medically)? In other words, (1) what were its physical/medical symptoms and (2) what causes this health condition?
 - How did this illness/condition affect you psychologically? For example, did it cause you to feel blue, depressed, anxious, angry, bored, etc.? Explain how and why it caused you to feel this way.
 - How did it affect you socially? Did it cause some strain or stress in a relationship or with others in your family or with friends, or cause any work problems? If so, how and why? Give examples.
 - How did this affect you spiritually? Explain how and why. If your own religion and/or spirituality helped you, explain how it helped you. (This is an important component to explore with your future clients.)
 - How did you get through or cope with the various dimensions (i.e., biological, psychological, social, spiritual) the health issue affected? Be specific and try to detail how you coped along each dimension (i.e., biological, psychological, etc.).
 - How can you use this personal experience in your future as a clinician who will likely work with individuals affected by medical and psychosocial-spiritual problems?
- A rubric for this assignment will be posted in Canvas during the second week of class.
- If you use the thoughts of others and use in-text citations, be sure to use a References page at the end (even if you cite textbooks).
- Be sure you also include an APA style title page for this assignment.
- **DUE DATE: This assignment is due by 11:59 pm Pacific on Tues, December 3, 2019.** Submit this assignment through Canvas and email a copy of it to me, in case it doesn't submit properly through Canvas.
- This assignment, if completed after the deadline, will lose 5 points per consecutive day it is late. NOTE: If your assignment or a part of this assignment (i.e., if you don't respond to the 2 posts) is posted after 11:59 PM of the due date, you will lose points as per the late policy found herein.

Assignment #6: Professionalism in Graduate School & Emailing Your Professors Articles Exam.
Worth 60 points.

In class #2 (during week #2), students will complete an exam over the following articles:

"Practicing Professionalism: A Graduate Student Guide" and "How to Email Your Professors".

The link to these articles is found in the class Canvas shell within the Week #1 Module (within the "Modules" tab on the left in Canvas). The exam will be multiple choice and true/false. It will not be open notes or open article. It will consist of a total of 20 questions, with each question worth 3 points. Be sure to bring a writing instrument (i.e., pen, pencil) to class each week, especially to class during week #2, so you can complete the exam. Students will circle their responses to the questions directly on the exam, so Scantrons are not required.

Assignment #7: Syllabus Exam. Worth 100 points.

In class #3 (during week #3), students will complete an exam over what is covered in the course syllabus. This exam will be comprised of 50 questions, with each question worth 2 points. The exam will include multiple choice, true/false, and fill-in-the-blank questions. It will not be open syllabus (i.e., notes). The exam will be administered at the beginning of class. Please be sure to bring a writing utensil. You will also circle or write in your choices directly on the exam, so no Scantrons are necessary.

Assignment #8: Final Exam. Worth 100 points.

In class during Finals Week (on Monday, December 9), students will take a final exam, which will be comprehensive. It will be comprised of 50 multiple choice, true/false, and short essay questions. Each question will be worth 2 points. More information about this exam will be shared with students in class throughout the term.

Earning Back Points Opportunity. (Not required)

This opportunity is not mandatory; it is optional. If a student did not do as well as they would have liked on a written assignment (papers only; this excludes the discussion posts), they can earn up to 5 points on the original score earned on it (or up to the full points possible on it) if they review their graded paper with Dr. Garrett. However, in order to utilize this opportunity, students need to review this with Dr. Garrett in his office no later than 5 pm on Friday, December 13, 2019 (Friday of Finals Week). Please do not wait until the last minute to do this, if you want to earn back points.

MFT 510 Course Schedule

IMPORTANT: While I will try to follow the below Course Schedule for the Fall 2019 term, things may happen that will require me to alter or revise the schedule. I reserve the right to make such changes, as needed. If things need to be changed on the schedule, these will be announced to students via a Canvas announcement and email. A revised/amended course schedule may also be emailed to students and/or posted in Canvas.

Course Schedule – Fall 2019	
Week (Date)	Focus/Readings/Assignments Due
1 (Sept 30 – Oct 4)	• Welcome and introductions • Syllabus review • What is a Marriage & Family Therapist (MFT)? Their relation to other helping professionals • <u>Wetchler & Hecker, Chapter 1: The History of MFT</u> (We'll start discussing this chapter in class on Sept 30. Read this chapter and the ones listed for Oct 7th below before class next week on Oct 7th) • <u>"Practicing Professionalism: A Graduate Student Guide" and "Emailing Your Professors" articles (**found in Canvas course shell) – You will complete an in-class exam over these articles in class during week #2 (on Oct 7th) – **Links to these articles are found within Canvas and in the Week #1 module (from the Home tab or Modules tab).</u>
2 (Oct 7 – 11)	• <u>Wetchler & Hecker, Chapter 1: The History of MFT</u> (We'll finish discussing/covering this if need be) • <u>Wetchler & Hecker, Chapter 2: General Systems Theory, Cybernetics, & Family Therapy</u> • <u>Landers et al., Entire Booklet (Find related concepts and terms as found in Chapter 2 of Wetchler & Hecker)</u> • <u>McDaniels, Doherty, & Hepworth, Forward & Chapter 1: An Overview of Medical Family Therapy</u> • ASSIGNMENT #6: PROFESSIONALISM IN GRADUATE SCHOOL ARTICLE <u>EXAM IN CLASS ON OCT 7th</u>

3 (Oct 14 – 18)	• <u>Wetchler & Hecker, Chapter 2: General Systems Theory, Cybernetics, & Family Therapy</u> (We'll continue to discuss/cover this; these concepts are extremely important for you to understand; these represent the foundation of your understanding of systems theory and how MFTs view clients differently) • <u>Landers et al., Entire Booklet (Find related concepts and terms as found in Chapter 2 of Wetchler & Hecker)</u> • <u>McDaniel et al., Chapter 3: Collaboration With Other Health Professionals</u> WEEK #3 CONTINUED ON NEXT PAGE • <u>McDaniel et al., Chapter 4: The Shared Emotional Themes of Illness</u> • ASSIGNMENT #7: SYLLABUS EXAM IN CLASS ON OCT 14th
4 (Oct 21 – 25)	• <u>Wetchler & Hecker, Chapter 2: General Systems Theory, Cybernetics, & Family Therapy</u> (We'll continue to discuss/cover this until all concepts are covered; these concepts are extremely important for you to understand; these represent the foundation of your understanding of systems theory and how MFTs view clients differently) • <u>McDaniel et al., Chapter 7: Health Behaviors That Harm</u> • <u>McDaniel et al., Chapter 8: Couples and Illness</u>
5 (Oct 28 – Nov 1)	• <u>Wetchler & Hecker, Chapter 15: Ethical, Legal, and Professional Issues in Marriage & Family Therapy</u> • <u>Aponte, Powell, Brooks, and colleagues (2009) article on Training Self of the Therapist</u> (this is posted in Course Materials in the course Canvas shell) • <u>McDaniel et al., Chapter 5: The Self of the Medical Family Therapist</u> • <u>McDaniel et al., Chapter 6: Community Engagement</u> • ASSIGNMENT #4-A (Initial Post) IS DUE BY 11:59 PM ON TUES, OCTOBER 29 • ASSIGNMENT #1 (Self of the Therapist Philosophy Paper) DUE BY 11:59 PM ON TUES, OCTOBER 29
6 (Nov 4 – 8)	• <u>Wetchler & Hecker, Chapter 3: Contextual Issues in Couple & Family Therapy: Gender, Sexual Orientation, Culture, & Spirituality</u> • <u>Killian (2001) article on working with interracial couples</u> (this is posted in Course Materials in the course Canvas shell) • ASSIGNMENT #4-A (Your Responses to 2 Classmates' Posts) DUE BY 11:59 PM ON TUES, NOVEMBER 5
(Nov 11)	• VETERANS DAY – NO CLASS

7 (Nov 18 – 22)	• <u>Wetchler & Hecker, Chapter 11: Couple Therapy</u> <u>Chapter 12: Communication Training, Marriage Enrichment, & Premarital Counseling</u> • <u>McDaniel et al., Chapter 9: Pregnancy, Loss, Infertility, and Reproductive Technology</u> • <u>McDaniel et al., Chapter 10: Medical Family Therapy With Children</u> • ASSIGNMENT #4-B (Initial Post) IS DUE BY 11:59 PM ON TUES, NOVEMBER 19
8 (Nov 25 – 29)	• <u>Wetchler & Hecker, Chapter 14: Mental Illness, Physical Illness, Substance Abuse, Family Violence, & Divorce</u> WEEK #8 CONTINUED ON NEXT PAGE • Tyndall, Hodgson, Lamson, and colleagues (2001) article on <u>Medical Family Therapy</u>; and Tyndall, Hodgson, Lamson, and colleagues (2001) <u>article on Medical Family Therapy competencies</u> (these are posted in the “Files” tab in the course Canvas shell) • ASSIGNMENT #3-PART 1 (Initial Post) IS DUE BY 11:59 PM ON TUES, NOVEMBER 26 • ASSIGNMENT #4-B (Your Responses to 2 Classmates’ Posts) DUE BY 11:59 PM ON TUES, NOVEMBER 26 • ASSIGNMENT #2 (Mental Health Professional Interview Paper) DUE BY 11:59 PM ON TUES, NOVEMBER 26
9 (Dec 2)	• <u>McDaniel et al., Chapter 13: Caregiving, End of Life Care, and Loss</u> • <u>McDaniel et al., Chapter 14: How Medical Family Therapist Can Contribute to the Transformation of Health Care</u> • Different Professional Roles of MFTs & the Settings in Which They Work; Rural Mental Health will be presented & discussed (be prepared to share your experiences, what you learned from your interview with a MH professional in the community) • ASSIGNMENT #3-PART 2 (Your Responses to 2 Classmates’ Posts) IS DUE BY 11:59 PM ON TUES, DECEMBER 3 • ASSIGNMENT #5 (Personal Illness Assignment) IS DUE BY 11:59 PM ON TUES, DECEMBER 3
10 (Dec 9)	• <u>Wetchler & Hecker, Chapter 16: Research in Marriage & Family Therapy</u> • <u>McDaniel et al., Appendix: Profiles of Medical Family Therapists in Practice</u> • FINAL EXAM IN CLASS • Wrap-up and Process • Class Exercise (time permitting)