

**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.

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

Assignment #1: Person of the Therapist Philosophy Paper.....	50 points
Assignment #2: Mental Health Professional Interview Paper.....	75 points
Assignment #3: Assigned Individual Discussion Board Topic & Responses.....	40 points
Assignment #4: Two Other Discussion Board Posts.....	20 points
Assignment #5: Personal Illness Assignment.....	60 points
Assignment #6: Professionalism in Graduate School Articles Exam.....	60 points
Assignment #7: Syllabus Exam.....	100 points
Assignment #8: Final Exam.....	100 points

**TOTAL = 505 points**

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

A = 458-505 (90-100%)

B = 407-457 (80-89%)

C = 357-406 (70-79%)

D = 306-356 (60-69%)

F = 0-305 (0-59%)

**Course Alignment Map:**

This map shows how the assignments and material covered in this course will specifically help students attain the Student Learning Outcomes outlined earlier in this syllabus.

<p><b>Course Alignment Map</b></p>
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Student Learning Outcomes (SLOs)	Methods Used to Attain SLOs
<p>MFT 510.1 – <i>Describe the history and philosophy of the MFT profession and its specialty areas</i></p> <p>MFT 510.1a – <i>Describe the historical development of the relational/systemic perspective and contemporary foundations of MFTs</i></p>	<ul style="list-style-type: none"> <li>• <i>Assignment #3: Assigned Individual Discussion Board Topic and Responses (these geared toward questions and a discussion about the history of cybernetics, systemic/MFT concepts, historical figures in the field of MFT)</i></li> <li>• <i>Assignment #4: Two Other Discussion Board Posts (these geared toward questions/concepts similar to #3 above)</i></li> </ul>
<p>MFT 510.2 – <i>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</i></p> <p>MFT 510.2 a – <i>Describe the roles and functions unique to Rural Mental Health care</i></p> <p>MFT 510.2 b – <i>Describe the roles and functions unique to Medical Family Therapy</i></p>	<ul style="list-style-type: none"> <li>• <i>Assignment #2: Mental Health Professional Interview Paper (this is geared toward familiarizing students with other clinicians in the community, especially MFTs, working in various settings and how they collaborate with other professionals across disciplines)</i></li> <li>• <i>In-class discussion and assigned readings related to Medical Family Therapy</i></li> <li>• <i>In-class discussion and assigned readings related to rural mental health</i></li> <li>• <i>Guest speakers</i></li> </ul>
<p>MFT 510.3 – <i>Describe current labor market information relevant to opportunities for practice within the profession</i></p>	<ul style="list-style-type: none"> <li>• <i>Assignment #2: Mental Health Professional Interview Paper (this is geared toward familiarizing students with other clinicians in the community, how much they make, and the various settings in which they work)</i></li> </ul>

	<ul style="list-style-type: none"> <li>• <i>In-class discussion and assigned readings related to current labor market and various opportunities for practice as an MFT</i></li> </ul>
<p>MFT 510.6— <i>Describe the “Self of the Therapist” training philosophy</i></p> <p>MFT 510.6a— <i>Begin to apply “Self of the Therapist” philosophy to their own professional development</i></p>	<ul style="list-style-type: none"> <li>• <i>Assignment #1: Person/Self of the Therapist Philosophy Paper (this is geared toward familiarizing students with the Person/Self of the Therapist [POTT] framework and what POTT is and how they can use their “personhood” and previous experiences in making them a helpful MFT/clinician)</i></li> <li>• <i>In-class discussion and assigned readings related to POTT and personally applying this framework/philosophy</i></li> </ul>
<p>MFT 510.7. — <i>Describe bio-psycho-social approaches to healthcare.</i></p>	<ul style="list-style-type: none"> <li>• <i>Assignment #5: Personal Illness Assignment (this is geared toward applying a personal illness with the bio-psycho-social dimensions of their lives)</i></li> <li>• <i>In-class discussion and assigned readings related to bio-psycho-social approaches to healthcare</i></li> </ul>
<p>MFT 510.8. — <i>Describe how to work collaboratively as members of holistic medical teams.</i></p>	<ul style="list-style-type: none"> <li>• <i>Assignment #2: Mental Health Professional Interview Paper (this is geared toward familiarizing students with how clinicians collaborate with others in the community)</i></li> <li>• <i>In-class discussion and assigned readings related to collaboration as members of holistic teams</i></li> </ul>

<p><i>MFT 510.9. – Describe how students' own experiences with health and illness may affect their clinical work</i></p>	<ul style="list-style-type: none"> <li>• <i>Assignment #5: Personal Illness Assignment (this is geared toward applying a personal illness and students' experience with this to their future clinical work)</i></li> <li>• <i>In-class discussion and assigned readings related to students' own illness and how this may affect their clinical work</i></li> </ul>
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## IMPORTANT MISCELLANEOUS ISSUES

### Canvas Technical Difficulties:

If you have Canvas technical questions, contact the OIT helpdesk at [helpdesk@oit.edu](mailto:helpdesk@oit.edu) or by phone: 541.885.1470. For further information, please refer to our [webpage](#) or email our office at [de@oit.edu](mailto: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](mailto:drew.tessler@oit.edu). Specific information and Disability Services forms can be found at [www.oit.edu](http://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:

If found guilty of cheating, plagiarism, or any other form of academic dishonesty, you will receive a zero on your assignment, and a report will be sent to the Student Affairs office, who has responsibility for enforcing OIT's Student Conduct Code. Further information, including definitions of plagiarism and cheating, can be found in OIT's statement on Student Academic Integrity (<http://www.oit.edu/docs/default-source/Student-Affairs-/student-handbook/student-academic-integrity-policy.pdf>).

In cases of suspected academic dishonesty, the procedures outlined in OIT's "Student Academic Integrity" policy will be strictly followed. (This includes the instruction to faculty that "*all academic dishonesty cases will be reported to the Office of Student Affairs.*"). I always include items that will provide indications that cheating has occurred, and I will not hesitate to report instances of academic dishonesty. You should know that the typical penalty at Oregon



Tech for a second academic integrity violation is suspension from the university for somewhere between a term and a full academic year.

#### **Classroom Conduct:**

Your conduct in the classroom should promote a positive learning environment. Conversations and comments should always be respectful; demeaning comments and offensive language will not be tolerated. Students are expected to abide by the OIT Student Conduct Code (<http://www.oit.edu/docs/default-source/Student-Affairs-/student-handbook/student-conduct-code.pdf>). Obstruction or disruption of teaching, research, administration, disciplinary procedures, or other institutional 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.

#### **Title IX:**

Oregon Tech faculty and staff are committed to creating and maintaining a safe and equitable learning environment for the Oregon Tech community. Pursuant to U.S. Department of Education requirements, all Oregon Tech faculty and staff (other than designated confidential staff) must report any information they become aware of regarding gender-based bias, sexual harassment, sexual assault, sexual misconduct, relationship violence, or stalking involving a student to the University Title IX Coordinator.

In addition, Oregon law requires a mandatory report to the Oregon Department of Human Services of any physical or emotional abuse of a child or other protected person, including elders and people with disabilities, or when a child or other protected person is perceived to be in danger of physical or emotional abuse.

If you are the victim of sexual or physical abuse and wish to speak with a confidential resource, please call the National Sexual Assault Hotline at 1-800-656-4673. You may report an incident using Oregon Tech's Anonymous Safe Campus Incident Report form on the Title IX site at <http://www.oit.edu/title-ix>, and select the "Report an Incident" button. For more information about your options, please visit <http://www.oit.edu/title-ix>.

#### **Inclement Weather:**

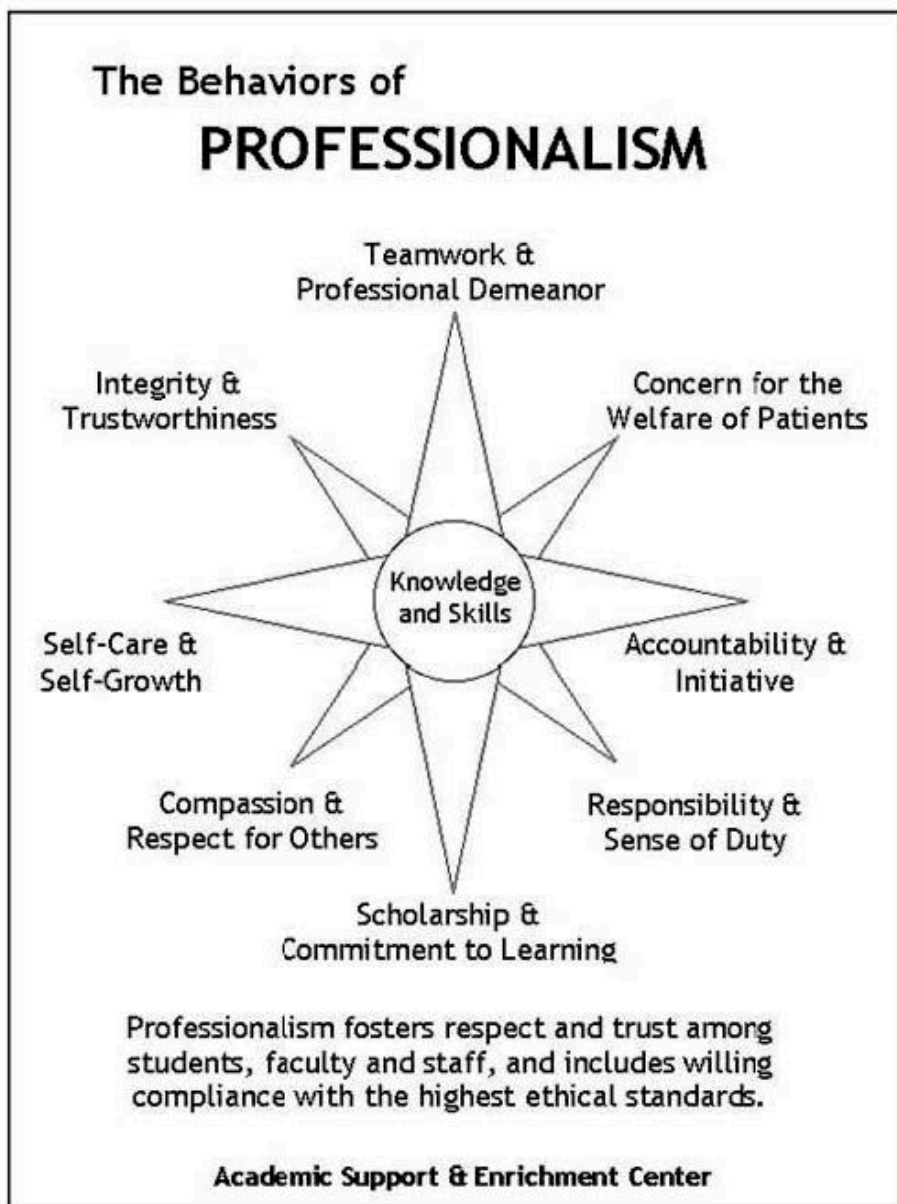
As inclement is usual and expected in the Klamath Falls area during the late fall, winter, and early spring, there

may be times when Oregon Tech will be closed or when classes are canceled. If the weather conditions are bad and you're 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're 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's 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'll lose 10 points for that day. 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 judgement and the class meets, I will ask you to complete a make-up assignment. If this is assigned to you, you'll need to complete it by the deadline or you'll lose 10 points for missing class that day. 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. 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:**

Ringin/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.



**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 566

**Medical Family Therapy in Rural Areas I**

Fall 2019 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 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:**

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 567.1. Understand and describe biopsychosocial-spiritual approaches to healthcare.*

*MFT 567.2. Understand and describe the bidirectional relationship between health and wellness on mental health functioning.*

*MFT 567.3. Demonstrate knowledge of the demands and needs of patients and families affected by acute and chronic illness.*

*MFT 567.4. Understand and describe how to refer, document, and communicate with healthcare professionals.*

*MFT 567.5. Understand and describe how the care of patients and families affected by acute and chronic illness impacts mental health and medical providers.*

*MFT 567.6. Understand and describe how to facilitate communication between patients, families, and healthcare providers and invite coordination of services.*

**Course Format:** Blended.

**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.

\*Shuman, R. (1996). *The psychology of chronic illness: The healing work of patients, therapists, and families*. New York: Basic Books. ISBN-13: 978-0465095346.

McDaniel, S. H., Hepworth, J., & Doherty, W. J. (2003). *The shared experience of illness: Stories of patients, families, and their therapists*. New York: Basic Books.  
ISBN-13: 978-0465044306.

#### 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.

#1: Discussion Board Posts & Responses to 2 Classmates' Initial Posts. Worth 60 Points (Part 1 is worth 30 points [10 points for each initial post] and Part 2 is worth 30 points [each of your replies to a classmate's initial post is worth 5 points]).

- This is a two-part assignment: For Part 1, you will post responses to 3 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 3 initial posts (Part 1) throughout the course of the term. The due dates for each of your 3 responses to classmates' posts are found below.
- In your responses to classmates' posts, 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. The rubric will be posted in the Canvas shell during the second week of class.
- The initial questions to answer for this assignment (Part 1) are found in the "Discussions" tab in the course Canvas shell. You should also be able to access the discussion questions within the "Assignments" tab.
- After you post your initial response to the questions, you will then be able to view other classmates' initial posts.
- **Here are the due dates 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, October 22
    - Question #2 – due by 11:59 pm Pacific on Tues, November 5.
    - Question #3 – due by 11:59 pm Pacific on Tues, November 26.
  - **Part 2 (your response to 2 classmates' posts for each question)**
    - Question #1 – due by 11:59 pm Pacific on Tues, October 29.
    - Question #2 – due by 11:59 pm Pacific on Tues, November 12.
    - Question #3 – due by 11:59 pm Pacific on Tues, December 3.
- This assignment, if completed after the deadline, will lose 15% (of the total points possible) 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 3 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.

**#2: Choose Your Topic: Siblings of -OR- Caregivers of Juvenile Patients with a Serious Illness Assignment. Worth 80 points.**

For this assignment, you will type a 5-7 page (please do not make it longer than 9 pages all together; 9 pages includes the title page and References page[s]) double-spaced APA style paper in which you do each of the following:

- Choose one of the following topics to write your paper on (NOTE: You'll need to focus on a juvenile patient with one chronic or terminal illness in your research and in your paper [e.g., a child with cancer or an adolescent with sickle cell disease]):
  - The experiences of siblings of a juvenile (child or adolescent) patient with a chronic or terminal illness (be sure it's a specific chronic or terminal illness)
  - OR**
  - The experiences of parents, guardians, or caregivers who raise and care for a juvenile (child or adolescent) patient with a chronic or terminal illness (be sure it's a specific chronic or terminal illness).
- After you choose one of the topics above, research it in the scholarly literature (peer-reviewed journal articles, professional [MFT, counseling, psychology] books, and/or professional/reputable [i.e., NIMH, Mayo Clinic] websites; professional journals and books are preferred, do NOT just use websites).
  - You need to cite at least 4 scholarly sources (Wikipedia and the course textbooks and course articles do not count) in your paper (i.e., in-text citations) and have at least 4 sources on your References list. If you cite your textbook or course articles, you still need to cite at least 4 other scholarly sources or points will be deducted.
- Write an APA style paper, which will basically be a literature review of your research, in which you address or do each of the following (use headings for each, so you do not miss addressing any in your paper):
  - Include a title page
  - Give the specific chronic or terminal illness of the juvenile a name (identify which one you'll be writing about in your paper; i.e., cancer, sickle cell disease, brittle diabetes, etc.)
  - Briefly outline how the illness affects the patient biologically (physically, medically)? In other words, (1) what are its symptoms and (2) what causes this condition, generally? (This needs to be brief, so you can focus more on the siblings or caregivers of the patient, whichever one you choose.)
  - How does the patient's illness/condition affect siblings or caregivers psychologically? For example, does it cause them to feel neglected, depressed, anxious, angry, bored, etc.? Explain how and why as found in the literature.



- What does the literature say about how it affects the siblings or caregivers of patients socially? Does it cause some strain or stress in a relationship or with others in the family? If so, how and why as found in the literature? Give examples.
- How does this affect siblings or caregivers spiritually? Explain how and why as found in the literature.
- What might help them cope with or get through the ways the condition affects them along various dimensions (i.e., biological, psychological, social, spiritual)?
- How can you use the information you learned from the literature in your future as a systems-focused clinician who will likely work with siblings or caregivers (per the one you wrote about in your paper) affected by medical and psychosocial-spiritual problems of the patient? Try to be specific.
- A rubric for this assignment will be posted in Canvas during the second week of class.
- Be sure to 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, October 29.** 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% per consecutive day it is late. Refer to the late policy near the beginning of the syllabus.

**#3: Your Choice: Interview with a Primary Care Provider (PCP) or Nurse -OR- Research the Experiences of PCPs or Nurses. Worth 80 points.**

For this assignment, you will type a 5-7 page (please do not make it longer than 9 pages; 9 pages includes the title page and References page[s]) double-spaced APA style paper in which you do **each** of the following:

- Choose only **one** of the two following methods in writing your paper:
  - **Interview** a PCP or specialist (M.D.s, D.O.s, Physician Assistants, or Advanced Nurse Practitioners) **or** Nurse (LPNs or RNs) who treats/works with or has treated/worked with patients with chronic or terminal illness **for approx. 15-20 minutes** (do not go over 30 minutes in your interview).
    - **NOTE:** If you interview a PCP/specialist or Nurse for this assignment, you do **not** need to transcribe the interview. You will summarize how they responded to the questions as found in the sections below. Please remember that PCPs' and Nurses' time is extremely valuable. Please be sure to be well-prepared for the interview and have your

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)	<ul style="list-style-type: none"> <li>• Shuman: Preface, Chapter 1</li> <li>• McDaniels, Hepworth, and Doherty: Chapters 1, 2, and 3</li> <li>• Doherty, McDaniel, and Baird (1996) Article – PDF is found in Canvas for Week/Module 1</li> </ul>



2 (Oct 7-11, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 2</li> <li>• McDaniels et al., Chapters 4, 5, and 6</li> </ul>
3 (Oct 14-18, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 3</li> <li>• McDaniels et al., Chapter 7, 8, and 9</li> <li>• Kafka (1915) <i>The Metamorphosis</i> – URL to this story is found in Canvas for Week/Module 4</li> </ul>
4 (Oct 21-25, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 4</li> <li>• McDaniels et al., Chapters 10, 11, 12, and 13</li> <li>• <b>#1 – PART 1 – QUESTION 1 (Initial Post) DUE BY 11:59 PM PACIFIC ON TUES, OCTOBER 22</b></li> </ul>
5 (Oct 28-Nov 1, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 5</li> <li>• McDaniels et al., Chapters 14, 15, and 16</li> <li>• <b>#1 – PART 2 – QUESTION 1 (Responses to 2 classmates' posts) DUE BY 11:59 PM PACIFIC ON TUES, OCTOBER 29</b></li> <li>• <b>#2 – CHOOSE YOUR TOPIC: SIBLINGS OR CAREGIVERS DUE BY 11:59 PM PACIFIC ON TUES, OCTOBER 29</b></li> </ul>
6 (Nov 4-8, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 6</li> <li>• McDaniels et al., Chapters 17, 18, and 19</li> <li>• Bischof, Mohr, and Lieser Article – PDF found in Canvas in Week/Module 6</li> <li>• <b>#1 – PART 1 – QUESTION 2 (Initial Post) DUE BY 11:59 PM PACIFIC ON TUES, NOVEMBER 5</b></li> </ul>
7 (Nov 11-15, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 7</li> <li>• McDaniels et al., Chapters 20, 21, 22, and 23</li> <li>• <b>#1 – PART 2 – QUESTION 2 (Responses to 2 classmates' posts) DUE BY 11:59 PM PACIFIC ON TUES, NOVEMBER 12</b></li> </ul>
8 (Nov 18-22, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 8</li> <li>• McDaniels et al., Chapters 24, 25, and 26</li> <li>• <b>#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</b></li> </ul>
9 (Nov 25-29, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 9</li> <li>• McDaniels et al., Chapters 27, 28, and 29</li> <li>• <b>#1 – PART 1 – QUESTION 3 (Initial Post) DUE BY 11:59 PM PACIFIC ON TUES, NOVEMBER 26</b></li> </ul>
10 (Dec 2-6, 2019)	<ul style="list-style-type: none"> <li>• Shuman: Chapter 10</li> <li>• McDaniels et al., Chapters 30, 31, and 32</li> <li>• <b>#1 – PART 2 – QUESTION 3 (Responses to 2 classmates' posts) DUE BY 11:59 PM PACIFIC ON TUES, DECEMBER 3</b></li> </ul>
11 (Dec 9-12, 2019;	<ul style="list-style-type: none"> <li>• Shuman: Chapter 11</li> <li>• McDaniels et al., Chapters 33, 34, and 35</li> </ul>



FINALS WEEK)	<ul style="list-style-type: none"> <li>• <b>#4 – INTERVIEW WITH A PATIENT DUE BY 11:59 PM PACIFIC ON TUES, DECEMBER 10</b></li> <li>• <b>#5 – STUDENT PRESENTATIONS (will be given in class on a date that will be announced during the second week of class)</b></li> </ul>
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**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](mailto:helpdesk@oit.edu) or phone 541.885.1470. For further information, please refer to our [webpage](#) or email our office at [de@oit.edu](mailto: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](mailto:drew.tessler@oit.edu). Specific information and Disability Services forms can be found at [www.oit.edu](http://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](mailto: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](http://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

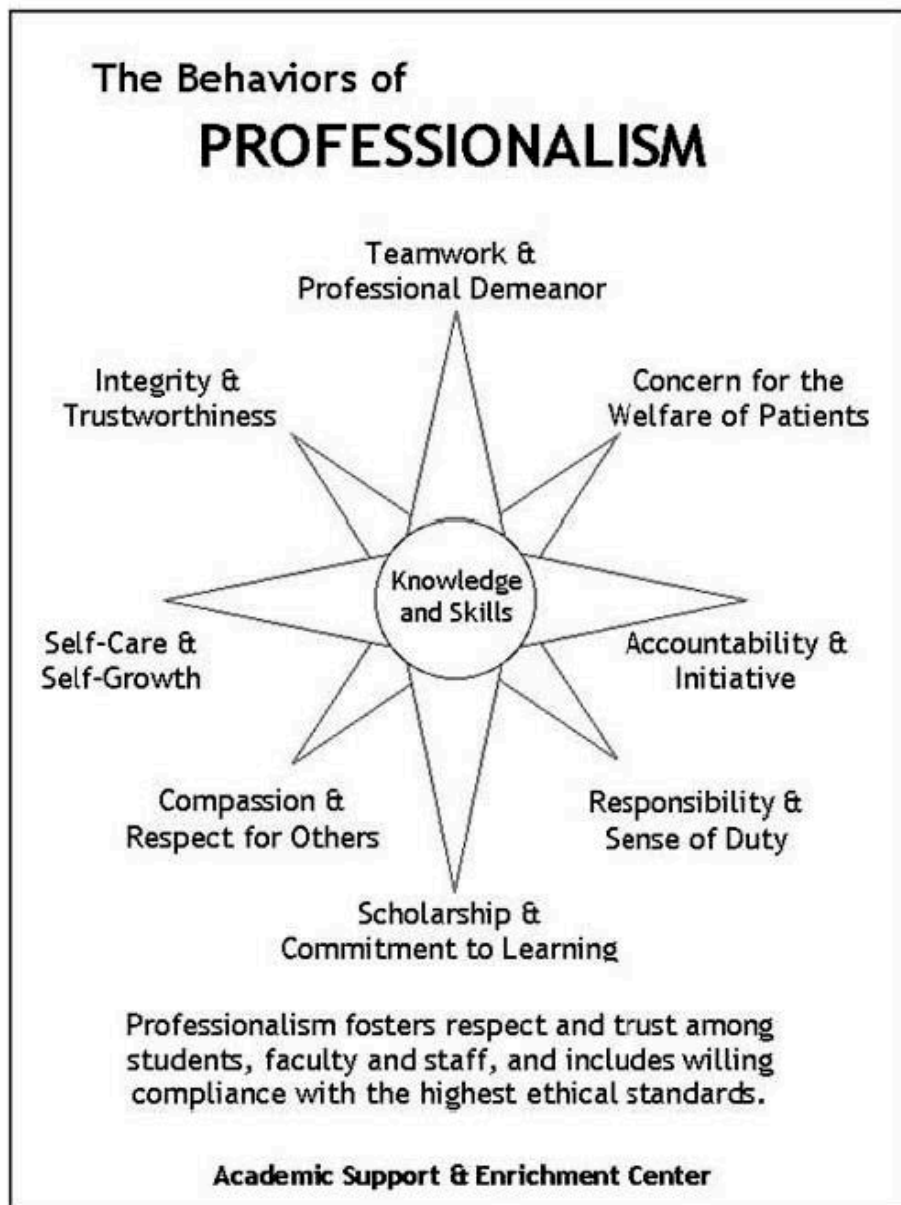
Oregon Tech is committed to providing safe campuses for all students. Currently in place is the OIT ALERTS system that provides information relating to an emergency on your specified OIT campus location. This information is delivered electronically through student email or via text. Students can opt 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



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: <a href="mailto:holly.caldwell@klm.portland.jhs.gov">holly.caldwell@klm.portland.jhs.gov</a>
OHSU/Cascades East Clinic – Klamath Falls, OR	Barb Weathersby, LCSW – email: <a href="mailto:weatheba@ohsu.edu">weatheba@ohsu.edu</a>

- **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)	<ul style="list-style-type: none"> <li>Wright, Watson, and Bell (1996), Introduction, Chapters One &amp; Two</li> </ul>
2 (Jan 13-17, 2020)	<ul style="list-style-type: none"> <li>Wright, Watson, and Bell (1996), Chapters Three &amp; Four</li> </ul>
3 (Jan 20-24, 2020)	<ul style="list-style-type: none"> <li>Wright, Watson, and Bell (1996), Chapters Five &amp; Six</li> <li><b>ASSIGNMENT #1: DISCUSSION – PART 1 – QUESTION 1 DUE BY 11:59 PM PACIFIC ON TUES, JAN 21, 2020</b></li> </ul>
4 (Jan 27-31, 2020)	<ul style="list-style-type: none"> <li>Wright, Watson, and Bell (1996), Chapters Seven &amp; Eight, Epilogue, Appendices A, B, C</li> <li><b>ASSIGNMENT #1: DISCUSSION – PART 2 – QUESTION 1 DUE BY 11:59 PM PACIFIC ON TUES, JAN 28, 2020</b></li> </ul>
5 (Feb 3-7, 2020)	<ul style="list-style-type: none"> <li>Rolland (1994), Chapters 7 &amp; 1</li> </ul>
6 (Feb 10-14, 2020)	<ul style="list-style-type: none"> <li>Rolland (1994), Chapters 2 &amp; 3</li> </ul>
7 (Feb 17-21, 2020)	<ul style="list-style-type: none"> <li>Rolland (1994), Chapters 4 &amp; 5</li> <li><b>ASSIGNMENT #1: DISCUSSION – PART 1 – QUESTION 2 DUE BY 11:59 PM PACIFIC ON TUES, FEB 18, 2020</b></li> </ul>
8 (Feb 24-28, 2020)	<ul style="list-style-type: none"> <li>Rolland (1994), Chapters 6</li> <li><b>ASSIGNMENT #1: DISCUSSION – PART 2 – QUESTION 2 DUE BY 11:59 PM PACIFIC ON TUES, FEB 25, 2020</b></li> </ul>
9 (Mar 2-6, 2020)	<ul style="list-style-type: none"> <li>Rolland (1994), Chapters 8 &amp; 9</li> <li><b>ASSIGNMENT #3: CLINIC TOUR REACTION WORKSHEET/PAPER DUE BY 11:59 PM PACIFIC ON TUES, MAR 3, 2020</b></li> </ul>
10 (Mar 9-13, 2020)	<ul style="list-style-type: none"> <li>Rolland (1994), Chapters 10 &amp; 11</li> </ul>
11 (Mar 16-20) FINALS WEEK	<ul style="list-style-type: none"> <li><b>ASSIGNMENT #2: TWO (2) SHADOWING EXPERIENCE REACTION WORKSHEETS DUE BY 11:59 PM PACIFIC ON FRIDAY, MARCH 20, 2020</b></li> <li><b>ASSIGNMENT #4: END-OF-TERM PRESENTATIONS IN CLASS (AT DATE/TIME TO BE DECIDED &amp; ANNOUNCED)</b></li> </ul>



**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><b>Your grade in this course is based upon the following assignments:</b></u>	<u><b>Worth:</b></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
<b>TOTAL = 420 points</b>	

**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](mailto: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](mailto:drew.tessler@oit.edu). Specific information and Disability Services forms can be found at [www.oit.edu](http://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](mailto:online@oit.edu) and include the course name and number as well as your student ID.

*(See more on next several page)*

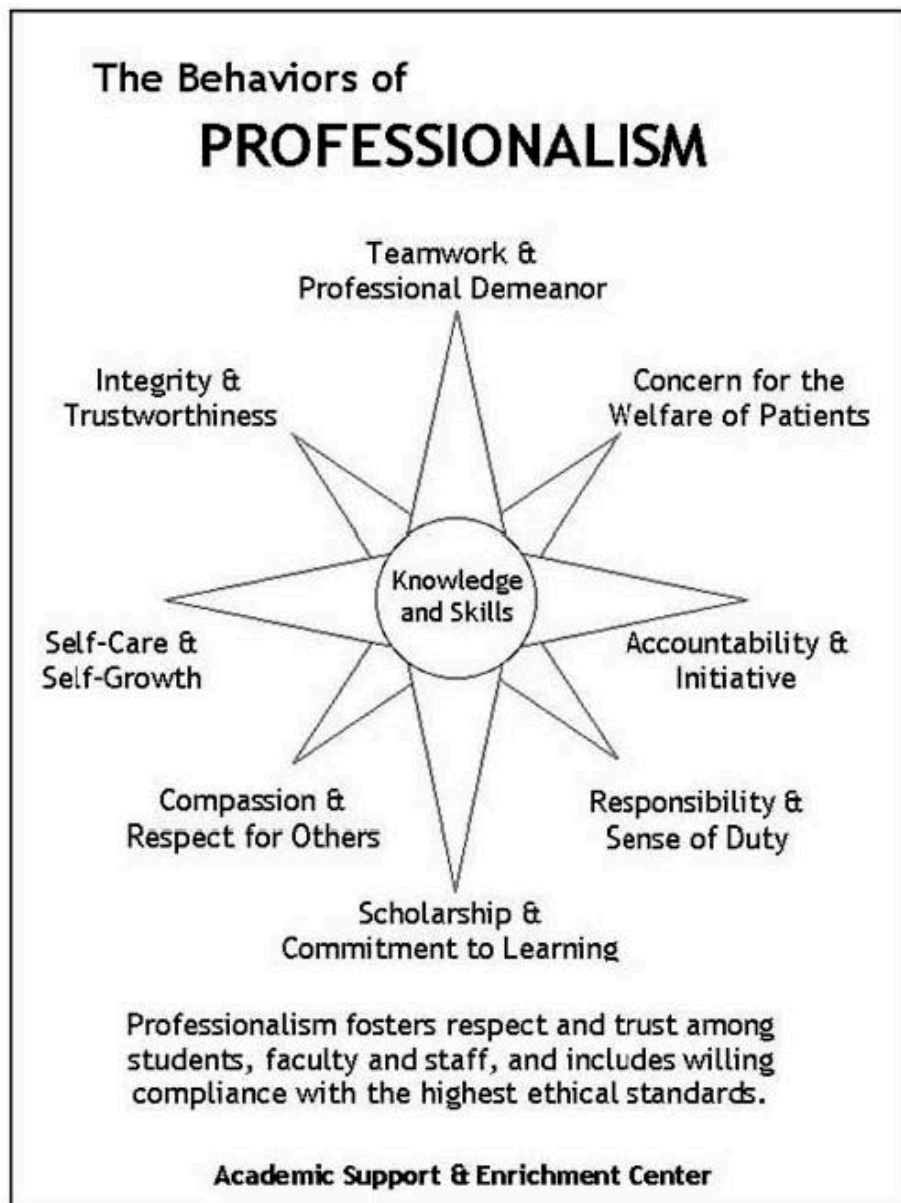
### Inclement Weather

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 MFT 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](mailto: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

7. Identify the obstacles faced by individual and families residing in rural communities who require treatment for substance use and co-occurring disorders
8. Identify unique resources available to individuals and families seeking recovery in rural communities
9. Explain the roles of Medical Family Therapists and Behavioral Health Clinicians in integrated SUDs treatment
10. 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
11. 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.
12. 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

	<b>2</b>	<b>1</b>	<b>0</b>
<b>Purpose of the Assignment</b>	Clearly met	Partially met	Not met
<b>Content</b>	Accurate information, demonstrating clear understanding	Some inaccurate information, demonstrating some limited understanding	Most information inaccurate, demonstrating poor understanding



<b>Presentation</b>	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
<b>Mechanics</b>	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
<b>Technology</b>	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](mailto:helpdesk@oit.edu) or phone 541.885.1470. For further information, please refer to our [webpage](#) or email our office at [de@oit.edu](mailto: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."

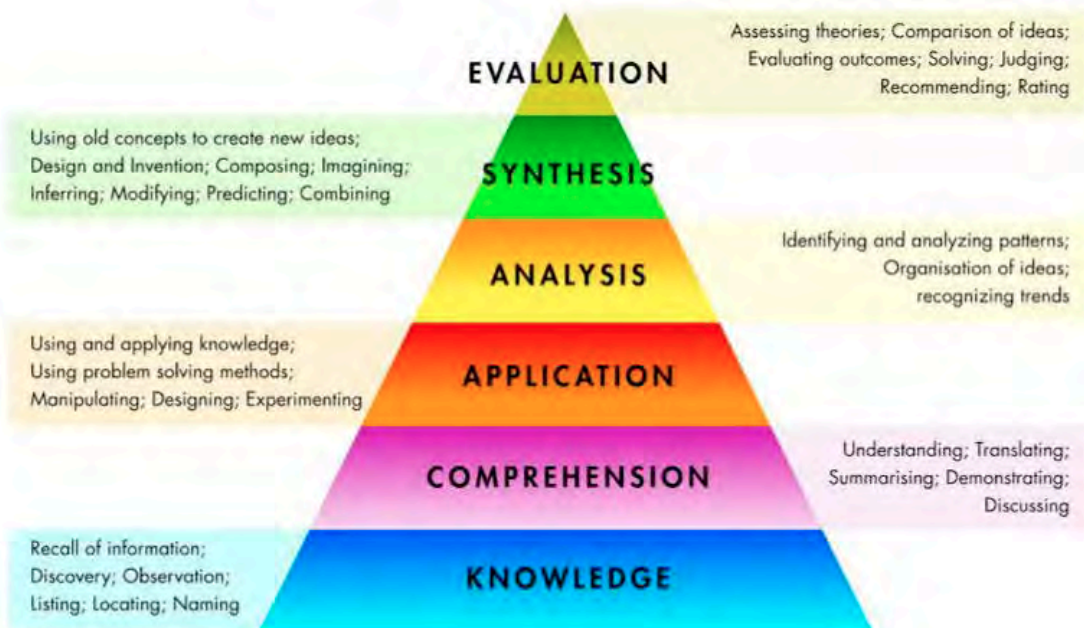
"The framework elaborated by Bloom and his collaborators consisted of six major categories: Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation. The categories after Knowledge were presented as "skills and abilities," with the understanding that knowledge was the necessary precondition 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	<p><b>ASSIGNMENTS:</b></p> <ul style="list-style-type: none"> <li>Completed assignments must be posted to Canvas no later than midnight on the Sunday indicated.</li> <li>Only after your assignment is posted will you be able to review assignments posted by others.</li> <li>Each assignment has a 20-point value.</li> <li>Each discussion post has a 10-point value.</li> </ul>
UNIT 1	<p><b><i>Defining Substance Abuse and Substance Use Disorder</i></b></p> <ul style="list-style-type: none"> <li><u><i>Historical Treatment of Substance Use Disorders</i></u></li> <li><u><i>Defining Substance Use Disorders</i></u></li> <li><u><i>Symptoms of Substance Use Disorders</i></u></li> <li><u><i>Need for Substance Use Disorder Programs in Rural Communities</i></u></li> <li><u><i>Barriers to Preventing and Treating Substance Use Disorders in Rural Communities</i></u></li> <li><u><i>Principles of Treatment for Substance Use Disorders</i></u></li> <li><u><i>Treatment and Recovery Support Services</i></u></li> <li><u><i>A Public Health Approach to Addressing Substance Use Disorders</i></u></li> </ul> <p><i>"Substance Use and Abuse in Rural America", Smalley, Ch 12</i>  <i>"Substance Abuse in Rural Areas", Stewart, Ch 13</i></p> <p><b>Assignment</b>          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.</p> <p>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.</p>
UNIT 2	<p><b><i>Defining "Rural" and "Frontier"</i></b></p>



	<ul style="list-style-type: none"> <li>• Preface, Introduction, Ch's 1, 2, 4, 5, 13 and 20 in Stewart text <ul style="list-style-type: none"> <li>◦ <i>What Defines "Rural" and "Frontier" and Why are They Important?</i></li> <li>◦ <i>Rural Mental Health Policy and Parity</i></li> <li>◦ <i>Structure of Rural Mental Health Care: State, County, Town, Village</i></li> <li>◦ <i>Substance Abuse in Rural Areas</i></li> <li>◦ <i>Working in Frontier Communities</i></li> </ul> </li> <li>• Ch's 2 and 4 in Stamm text <ul style="list-style-type: none"> <li>◦ <i>A Snapshot of Rural and Frontier America</i></li> <li>◦ <i>Substance Abuse in Rural Communities</i></li> </ul> </li> <li>• Preface, Ch 1 in Smalley text <ul style="list-style-type: none"> <li>◦ <i>The Current State of Rural Mental Healthcare</i></li> </ul> </li> <li>• Familiarize yourself with these websites: <ul style="list-style-type: none"> <li>◦ <i>Oregon Office of Rural Health Care</i> <a href="https://www.ohsu.edu/xd/outreach/oregon-rural-health/">https://www.ohsu.edu/xd/outreach/oregon-rural-health/</a></li> <li>◦ <i>Federal Office of Rural Health Care</i> <a href="https://www.hrsa.gov/rural-health/index.html">https://www.hrsa.gov/rural-health/index.html</a></li> </ul> </li> </ul> <p><b>Assignment</b></p> <p>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.</p> <p>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.</p>
UNIT 3	<p><b><i>Obstacles to Treatment</i></b></p> <p>9. <i>Obstacles to Treatment</i> (Stewart, Ch. 3)</p> <p>10. <a href="#"><i>Rural Mental Health Challenges and Opportunities Caring for the Country</i> (PPT)</a></p> <p>11. <a href="#"><i>Imagine There Was No Stigma to Mental Illness</i></a></p> <p>12. <i>Impact of Mental Health Stigma on Clients in Rural Settings</i> ~ (Ch 4. Smalley, et al., 2012)</p> <p>13. <a href="#"><i>Understanding the Stigma of Addictions: Lessons from the Mental Health Stigma Literature</i></a></p> <p>14. <i>The Social Service Divide: Service Availability and Accessibility in Rural Versus Urban Counties and Impact on Child Welfare Outcomes</i> (Belanger and Stone, 2008 – Available through Oregon Tech library)</p>



	<p>15. <a href="#"><i>Substance Abuse, Mental Illness, and Access to Care in Rural America</i></a></p> <p>16. <a href="#"><i>Barriers to Substance Abuse Treatment in Rural and Urban Communities: A Counselor Perspective</i></a></p> <p><b>Assignment</b> 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 CADCI'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.</p> <p>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.</p>
Unit 4	<p><b><i>Medical Family Therapy, Integrated Care and SUDs in Rural Areas</i></b></p> <p>7. <a href="https://www.medicalfamilytherapy.org/">https://www.medicalfamilytherapy.org/</a> Medical Family Therapy</p> <p>8. <a href="https://annals.org/aim/fullarticle/2362310/integration-care-mental-health-substance-abuse-other-behavioral-health-conditions?searchresult=1">https://annals.org/aim/fullarticle/2362310/integration-care-mental-health-substance-abuse-other-behavioral-health-conditions?searchresult=1</a> 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</p> <p>9. <a href="https://www.ncbi.nlm.nih.gov/books/NBK38636">https://www.ncbi.nlm.nih.gov/books/NBK38636</a> Integration of Mental Health/Substance Abuse and Primary Care</p> <p>10. <a href="https://www.pcpc.org/sites/default/files/resources/Innovations%20in%20Addictions%20Treatment.pdf">https://www.pcpc.org/sites/default/files/resources/Innovations%20in%20Addictions%20Treatment.pdf</a> Innovations in Addictions Treatment: Addiction Treatment Providers Working with Integrated Primary Care Services</p> <p>11. <a href="https://onlinelibrary.wiley.com/doi/pdf/10.1111/jrh.12114">https://onlinelibrary.wiley.com/doi/pdf/10.1111/jrh.12114</a> Perspectives of Behavioral Health clinicians in a Rural Integrated Primary Care / Mental Health Program</p> <p>12. <a href="https://integrationacademy.ahrq.gov/products/opioid-substance-use-resources">https://integrationacademy.ahrq.gov/products/opioid-substance-use-resources</a> Implementing Medication Assisted Treatment for Opioid Use Disorder in Rural Primary Care: Environmental Scan</p> <p><b>Assignment</b> 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</p>

	<p>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.</p> <p>Citing information from each of the resources above, and at least one additional journal article or book, create a professional document that:</p> <ul style="list-style-type: none"> <li>• Defines "Medical Family Therapist", and defines "Behavioral Health Clinician"</li> <li>• Include a job description for each of the above (Indeed, Monster.com, other?)</li> <li>• Discuss the value of, and the challenges faced in integrating SUDs into primary care</li> <li>• Provide an example of how integrated care can meet the needs of patients struggling with opioid addiction</li> </ul>
<p>9 and 10 May 26th June 2nd</p>	<p><b><i>Telemental Health Care</i></b></p> <p><b><u>Assignment</u></b></p> <p>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.</p> <p>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.</p> <ol style="list-style-type: none"> <li>2. <i>Technological Innovations in Rural Mental Health Service Delivery (Primary Text Ch 10)</i></li> <li>6. <a href="#"><i>Your Health: Telemental Health Telemental Health Training Video</i></a></li> <li>7. <a href="#"><i>CBHC Telemental Health Care Program</i></a></li> <li>8. <a href="#"><i>Online Therapy: Only a Click Away</i></a></li> <li>9. <i>Assessing Community Readiness for Telepsychiatry in Rural Oregon: A Focused Descriptive Study</i></li> <li>10. <a href="#"><i>Conversations on Telemental Health: Listening to Remote and Rural First Nations Communities</i></a></li> </ol>

<b>Finals Week Career Development</b>	<p><b><i>Medical Family Therapy / Behavioral Health Clinicians and SUDs in Rural Areas</i></b></p> <p><b><u>Assignment</u></b></p> <p>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.</p> <p>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.</p> <p>3. <a href="https://www.nhadaca.org/Announcements/7373628">https://www.nhadaca.org/Announcements/7373628</a> Up to \$100,000 in Loan Repayment for Rural Substance Use Disorder Clinicians</p> <p>4. Position descriptions: Indeed, Monster.com, AAMFT website</p>

**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  
Budget & Planning Office | Business Affairs Office  
OREGON INSTITUTE OF TECHNOLOGY | 3201 Campus Drive | Klamath Falls, Oregon 97601  
P: (541) 885-1109  
[stephanie.pope@oit.edu](mailto:stephanie.pope@oit.edu) / [budgetoffice@oit.edu](mailto:budgetoffice@oit.edu)  
[www.oit.edu/faculty-staff/budget-office](http://www.oit.edu/faculty-staff/budget-office)  
Pronouns: She/ Her/ Hers

*Hands-On Education for Real-World Achievement*

# **DISCUSSION ITEM**

## **Agenda Item No. 5.1**

### **Oregon Tech's Honor Program**

#### **Background**

Dr. Christopher Syrnyk, Associate Professor in Communication and Honors Program Director, will give an overview of the Honors Program at Oregon Tech.

#### **Staff Recommendation**

Informational only. No action required

#### **Attachments**

PowerPoint Presentation





## What defines this *person* we strive to cultivate in the Honors Program?

- A person is someone who knows ideas,
- asks questions,
- and seeks answers.

These are our Honors Program students.



## Honors Program Students: In Their Own Words

- Daniel Malriat (3<sup>rd</sup>): "I enjoyed attending the WRHC conference and hearing about different perspectives on diverse topics. One of my favorite sessions was on creativity. It was an open-floor format on thought-provoking ideas. I also enjoyed presenting my own work, and I wouldn't have done this without the WRHC conference."
- Jacob Pressley (2<sup>nd</sup>): "Dr. Syrnyk and the Honors Program instill the importance and utility of a multifaceted education."
- Apoorva Singh, Christian Gomez, Jesse VanBlaricum (3<sup>rd</sup>): "Exchanging research project details, providing questions, answering questions, and learning with other honors students about their current projects in our region was an invaluable academic experience for us students."





## Graduating Senior: Christian Gomez

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- Student Achievement Award
- President's Senior Cup Award (HAS)
- Commencement Speaker



## Junior: Mario Segura

---

- Summer Internship: Virgin Galactic

("Thank you for your letter! I received an offer from Virgin Galactic!")

"I will be interning as a Mechanical Systems Design Engineer. I just received the call last Tuesday, so I still do not have all the details. I will, however, have the opportunity to work on either the SpaceShipTwo or the WhiteKnightTwo flight system."





## Graduating Senior: Apoorva Singh

---

- Owens Citizenship Award

- "outstanding contributions to Oregon Tech. This is exemplified by high moral standards, participation in school activities, interest in the betterment of the student body, a cooperative attitude toward the faculty and fellow students, and a spirit of adventure in academic activities" it is sooo easy for me to see you were the obvious choice! (from email to Apoorva)



## The Director

---

- Led 6 Oregon Tech Honors Program Students to present their work and original research at Western Regional Honors Conference 2021
- Elected President, Western Regional Honors Council 2021
- Member of NCHC Major Scholarships Committee (new committee assignment)

## Related to NCHC Crater Lake Project

- NCHC, Partners in the Parks, Crater Lake Project 2019 (Inaugural Oregon Project)
- OT Foundation Faculty Achievement Award HAS 2020: Development of Honors Program, CRLA Project
- Virtual Partners in the Parks Adventure: Crater Lake National Park 2021 (Inaugural National Project)
- Crater Lake National Park and Triglav National Park (Slovenia) 2021, Symposium on Youth in Nat'l Parks



## Ongoing Projects

- Prestigious Fellowships and Awards: consulting and research with several administrators and specialists nationwide to develop a program suitable for Oregon Tech
- Honor Society of Phi Kappa Phi: working to charter a chapter as part of our 10<sup>th</sup> Anniversary Celebration, which coincides with the Oregon Tech 75<sup>th</sup> Anniversary Celebration
- Selected a 1<sup>st</sup>-year common book: *The Usefulness of Useless Knowledge* by Abraham Flexner and Robbert Dijkgraaf. This text will allow us to “bookend” our Honors Program!







## First Place: BioSpec Enterprise

- The BioSpec Enterprise: An all-in-one indoor house plant monitoring system; your plant care assistant.
- **Abbey DuBois** (first-year, Software Engineering Technology, **Honors Program**)
- Joshua Hewitt (second-year, Cybersecurity)
- Jared Monroe (first-year, Mechanical Engineering Technology)
- **Matt Volpe** (senior, dual Embedded/Software Engineering Technology, **Honors Program**).  
(They won \$6000.00!)

## **DISCUSSION ITEM**

### **Agenda Item No. 5.2**

## **Peer Consulting and Supplemental Instruction Presentation**

#### **Background**

Shaundrea Hirengen, Assistant Director Student Success Center and Holly Anderson, Associate Director of Student Involvement and Success will give an overview of Peer Consulting and Supplemental Instruction services offered to Oregon Tech students.

#### **Staff Recommendation**

Informational only. No action required

#### **Attachments**

PowerPoint Presentation

# WELCOME!

Overview of Oregon Tech  
Peer Consulting & Supplemental Instruction  
Presented by: Shaundrea Hirengen & Holly Anderson



## Meet the Team



**HOLLY ANDERSON**  
ASSOCIATE DIRECTOR OF STUDENT  
INVOLVEMENT & SUCCESS  
(Based in Portland-Metro)

**SHAUNDREA HIRENGEN**  
ASSISTANT DIRECTOR  
STUDENT SUCCESS CENTER  
(Based in Klamath Falls)



# What we offer

## PEER CONSULTING



The mission of the Peer Consulting Center is to support learning in a manner that empowers students to take responsibility for their own learning.

- Learner Centered
- Integrity Based
- Service Oriented
- Supportive

An academic support program that targets historically difficult courses by providing collaborative learning environments that provide greater foundational knowledge, improve study skills, and foster critical thinking.

- Judgement Free zone to learn from and work with peers
- Academic support community
- Self-empowered learning
- Promote collaborative learning, critical thinking, and transferable study skills

## SUPPLEMENTAL INSTRUCTION



Our Peer to Peer model speaks to the commitment Oregon Tech has to student success and community.

## Remote Learning



Remote Services available via Zoom

Heartful Editor Contract

Hybrid Options for small study groups



## Assessment

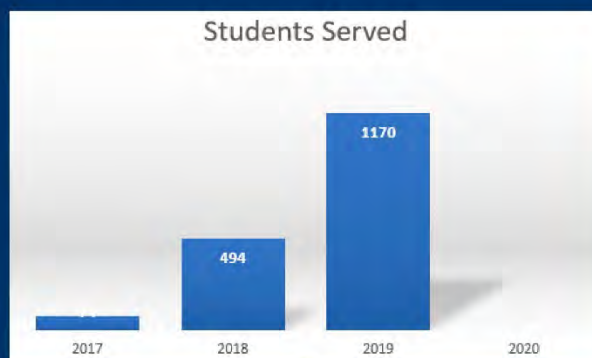
### ACROSS ALL COURSES SERVED IN 2019:

Students who participated in SI sessions were 3.2 times more likely to pass their course.

Students who participated in SI sessions were 2.5 times more likely to earn a C, 1.6 times more likely to earn a B, and 1.7 times more likely to earn an A.

Students who participated in SI sessions were 2.3 times more likely to NOT drop, withdraw, or fail their course.

2017 pilot year with the Natural Sciences department & physics faculty in 3 courses. As of fall 2020, SI now supports over 20 individual courses.



## Feedback

Really helpful for studying for the final. I got an A, and it brought my grade to an A in the class.

The SI for my class was absolutely fantastic. It was very helpful to have him in the class...



I feel there should be more SI leaders per session. Due to the nature of material, one-on-one time was necessary for grasping some of the concepts.

Having an SI was essential for me to do well in this class.

Very helpful. Thank you, OIT.

It was very helpful to have him in class... because he knew exactly what was happening in class compared to the homework



## Strengths

- Students report that attending SI has helped them perform better on quizzes/exams.
- Students report a better understanding of course material week to week.
- Students report that their SI leaders have made the learning environment inclusive and open to collaboration.
- Students report feeling more confident in class.
- Faculty Partnerships are vital to success.

## Areas for Growth

- Course specific Training for SI Leaders
- Improve the assessment plan
- Mid-course surveys
- Examine DFW rates to determine which courses may benefit from SI

## Goals and Initiatives

- ☐ HyFlex / SI Program partnership with Business Department.
- ☐ Collaboration with Veteran Outreach Programs and PAVE.
- ☐ Bolster offerings in College of Engineering, Technology, and Management.
- ☐ Launch Tutor Me platform for all students.



# Questions?

