"We are a community that commits itself to diversity and sustainability as dimensions of a just society" -- Lewis and Clark Mission Statement

LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING
MCFT-563-03 Tx Issues MCFT: Death & Loss
1 unit
SUMMER 2017

Time & Day: 9:00 am - 3:00 pm Aug 4th, 5th and 6th
Place: York Graduate Center, Room 115
Instructor: Jessica Thomas, PhD, LMFT
Office Hours: Fridays 8:30am-9:00am by arrangement (please schedule appointments in advance by email)
E-Mail: jessicathomas@lclark.edu
Phone: 503-683-1644 (cell)

COURSE DESCRIPTION
This course explores the experience of death and loss and addresses the clinical applications of family systems approach to treatment of traumatic loss, anticipatory grief, complicated grief, bereavement, end-of-life choices, and psycho-spiritual crises. A portion of this course emphasizes clinical case conceptualization and treatment planning. A focus is on the meaning-making process through creative and contemplative interventions that help mediate the experience of loss and grief.

Prerequisite: None
Credit: 1 semester hour

MCFT STUDENT LEARNING OUTCOMES
This course promotes the following student learning outcomes:
SLO 1.3: Students will apply systems/relational theories to clinical case conceptualization.
SLO 2.1: Students will self-reflect on the implications of own and others’ social location in clinical practice.
SLO 2.2: Students’ clinical practice demonstrates attention to social justice and cultural democracy.
SLO 4.3: Students demonstrate integration of family therapy theory, equity, and social location issues in clinical practice.
COURSE OBJECTIVES
The following MCFT 563 course objectives are in keeping with the AAMFT Core Competencies. At the end of this course, students are expected to:

1. Explore one’s own thoughts, feelings and beliefs on death, dying and loss as it relates to the self-of-the-therapist and end-of-life choices.
2. Develop knowledge or skills that expand ability to apply a systems approach to treatment of a particular clinical issue.
3. Apply course content to case conceptualization, treatment planning, and intervention. In this section, these include:
   • Develop strategies for guiding clinical conversations that help clients create meaning through the experience of a loss and mediate associated distress.

TEXT/READINGS

Required Text


Recommended Texts


Recommended Articles & Manual
Most readings may be accessed through Watzek library. They can also be emailed by the instructor.


CLASS ASSIGNMENTS

1. **Participation (40 points)**
   This course emphasizes shared engagement with the assigned readings and clinical competencies. Toward this end, you are expected to:
   - Attend and participate in all class meetings. In the event of illness or other emergency, please email the instructor in advance of class. Missed classes will be made up by expanded written reflections on the required readings for the day.
   - Come to class prepared (having read the assignments for the day).
   - Give attention to the instructor and/or other students when they are speaking or making a presentation. No electronic devices may be used, except to access readings or make notes.
   - Engage in group discussions and role-plays.
- Interact with other students and/or the instructor in a respectful fashion.

Your participation in class activities will be evaluated according to the following rubric:

<table>
<thead>
<tr>
<th>CLASS PARTICIPATION COMPETENCIES</th>
<th>Possible points</th>
<th>Points demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prompt and dependable presence in the class.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Prepares for class by immersing self in course readings and reflecting on their application to practice.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Engages in course activities with a spirit of openness and curiosity.</td>
<td>10</td>
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<tr>
<td>Helps to create an atmosphere of safety and mutual respect among all class members.</td>
<td>10</td>
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<tr>
<td>TOTAL</td>
<td>40</td>
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2) **Reflective Journal**  
* (60 points). Due June 3rd by email.

Throughout the course students are to create a journal that focuses on your personal responses to the following:

1. Specific themes in the readings, lectures and group discussions that are especially meaningful or inspiring to you and reflections on how they might be applied to your practice.
2. Reflections on your own thoughts, beliefs, and experiences on death and loss and there relevance to your practice and the self-of-the-therapist.

Journal should include assigned readings in the reflections, but should focus on those aspects of particular interest to you. Integration across readings (rather than just taking them one at a time) is encouraged. Reflections can include creative expression, however please reference the creative expression in writing and describe it’s relevance. Texts to be referenced in APA, typed (double-spaced) and include approximately 1 page for each class (3- pages total at the end not including images).

Your journal will be evaluated according to the following criteria:

<table>
<thead>
<tr>
<th>REFLECTIONS ON DEATH AND LOSS</th>
<th>Possible points</th>
<th>Points demonstrated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identifies specific practice strategies and imagines how they might be applied.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Reflects upon own thoughts, beliefs and experiences on death and loss.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Draws conclusions about how you will apply course concepts to your practice.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Reflections integrate material across readings and represent your thinking as you engage with course concepts.</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Writing style is clear.</td>
<td>12</td>
<td></td>
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<tr>
<td>TOTAL</td>
<td>60</td>
<td></td>
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</table>
NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

PARTICIPATION IN THE LEARNING COMMUNITY

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a therapist involves looking closely at ourselves, our values, beliefs, and biases. This can be a very personal, and sometimes emotional, process. Treating colleagues with respect, listening deeply to their experiences, and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to critically examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss, debate, and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning to be a therapist and all sessions include necessary information. Therefore, if you must miss a class, fellow students and the instructor may ask you to contribute to learning community in another way. According to the Lewis & Clark Counseling Psychology attendance policy, missing 3 or more hours of a 1 credit course may result in a failing grade. For this course, any absence of more than one hour requires a makeup assignment. If you must be absent or late, please email the instructor at least several hours prior to class.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructors as soon as possible. It is the responsibility of the student to make his or her disability and needs known in a timely fashion and to provide appropriate documentation and evaluations to support the accommodations the student requests. Requests for accommodations should be routed through the Student Support Services office in Albany 206. Please review the L&C policy at:

http://www.lclark.edu/offices/student_support_services/rights/disability_policy/

CPSY DEPARTMENTAL ATTENDANCE POLICY

Class attendance is expected and required. Any missed class time will be made up by completing extra assignments designed by the instructor. Missing more than ten percent of class time may result in failure to complete the class. This would be 4.5 hours of a 45 hour class (3 credits), 3.0 hours for a 30 hour class (2 credits) or 1.5 hours for a 15 hour class (1 credit.) In case of extreme hardship and also at the discretion of the instructor, a grade of incomplete may
be given for an assignment or the entire course. In such cases, the work to be submitted in order to remove the incomplete must be documented appropriately and stated deadlines met. Students are expected to be on time to class and tardiness maybe seen as an absence that requires make-up work.

**EVALUATION & GRADING**

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<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Participation</td>
<td>40 pts</td>
<td></td>
</tr>
<tr>
<td>Journal</td>
<td>60 pts</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100 pts</td>
<td></td>
</tr>
</tbody>
</table>

94-100 = A  
90-93.5 = A-  
88-89.5 = B+  
83-87.5 = B  
80-82.5 = B-  
78-79 = C+  
73-77.5 = C  
70-72 = C-

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Topics</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-reading</td>
<td>Valle &amp; Mohs, chap 1, 2, 3, 4</td>
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<tr>
<td></td>
<td>Walsh &amp; McGoldrick, chap 1, 2, 3, 10, 11</td>
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<tr>
<td>Class 1</td>
<td>Compassion &amp; Choices (speaker in class)</td>
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<tr>
<td>Aug 4th</td>
<td>Living, Dying and Grieving: A process</td>
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<td>End-of-life Choices</td>
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<tr>
<td>Class 2</td>
<td>Hospice (speaker in class)</td>
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<tr>
<td>Aug 5th</td>
<td>Death and Loss in the Family: The shockwave</td>
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<td></td>
<td>Complicated Loss</td>
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</tbody>
</table>
| Class 3 Aug 6th | Transforming Grief | Valle & Mohs, chap 5, 6  
Walsh & McGoldrick:  
  Loss & Transformation Pg. 377  
  My Father’s Terminal Illness Pg. 379  
Case study (presented in class) | Creative Expression & Grief |