

**PubH 7200 Section 107 Class #88041**

**Where is “Family” in Public Health?: Managing Chronic Health Conditions through Relationships and Family Systems**

**May Term 2017**

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<b>Credits:</b>	1
<b>Meeting Days/Time:</b>	May 30, 31, June 1                      1:00 pm – 5:00 pm June 2    1:00 pm – 4:00 pm
<b>Meeting Place:</b>	Blegen Hall – Room 210
<b>Instructor:</b>	Jerica Berge, PhD, MPH, LMFT, CFLE Associate Professor Family Medicine and Community Health
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<b>Office Hours:</b>	By appointment

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**I. Course Description**

Research has shown that management of chronic conditions is more successful when involving a significant other, parent, or other family member. However, this is not always easy to do. This class will combine theory, research, and clinical skills (e.g., working with couples, working with parent/child dyads or holding family meetings) to address how to include significant others, parents or other family members when managing chronic health conditions such as diabetes, asthma, cardiovascular disease or mental health conditions (e.g., chronic depression, personality disorders, substance abuse, schizophrenia) in clinical work or public health interventions.

**Competencies**

The core competencies for public health professionals are a consensus set of skills identified by the Council on Linkages (CoL) between academia and public health practice as being desirable for the delivery of the essential public health services. The CoL competencies identified for this course are:

### **Communication Skills**

3.2.6 Communicates information to influence behavior and improve health (e.g. uses social marketing methods, consider behavioral theories)

3.2.7 Facilitates communication among individuals, groups, and organizations

### **Leadership and Systems Thinking Skills**

8.2.3 Explains the ways public health, health care, and other organizations can work together or individually to impact the health of community

8.2.5 Analyzes internal and external facilitators and barriers that may affect the delivery of the 10 essential public health services (e.g. using root cause analysis, and other quality improvement methods and tools, problem solving)

## **II. Course Prerequisites**

None

## **III. Course Goals and Objectives**

1. Use biopsychosocial-spiritual and family systems theory to understand and facilitate working with couples, parents, and families around chronic condition management.
2. Develop a working knowledge of the theory and evidence-base behind using interpersonal relationships to influence health outcomes.
3. Conduct a case analysis of a family with a family member with a chronic condition using theory and evidence to support your recommendations for working with the family around chronic condition management.
4. Acquire 5-10 skills/strategies for incorporating facilitation skills with families who have a family member with a chronic condition.

## **IV. Methods of Instruction and Work Expectations**

### **Assigned Readings, Group Exercises**

- Lectures on theory, research and clinical practice regarding working with families and interpersonal relationships to address chronic conditions.
- Demonstrations of facilitation of dyadic, triadic or family meetings through videotapes, instructor/student demonstration role plays, and written assignments.
- A main component of class meeting time will be working in groups to apply theory and clinic practice skills in working with families with a family member with a chronic condition.
- Daily quizzes and group assignments will also be used to verify that students have mastered concepts in order to then apply them in a classroom setting.

## **V. Course Text and Readings**

The required and optional readings are available through the UMN Library, which can be accessed through the course Moodle site.

### **Access Course Moodle Site**

- go to [www.umn.edu](http://www.umn.edu) click on the “myU” button
- login with your University ID and password
- scroll to the course and click on the Moodle site link

### **Textbook - REQUIRED:**

- McDaniel, S.H., Campbell, T.L., Hepworth, J., Lorenz, A. *Family Oriented Primary Care* (second edition). New York: Springer, 2005. ISBN: 0-387-98614-6

## VI. Course Outline/Weekly Schedule

	Daily Schedule	Readings and Assignments
Pre-Course		<ul style="list-style-type: none"> <li>• <b>Readings:</b> Ch. 3, 18 (for day 1 class discussion)</li> </ul>
Day 1	<ul style="list-style-type: none"> <li>• Definition of “Chronic Conditions”</li> <li>• Introduction to Family Systems Theory (sub-systems, dyads, triadic, intergenerational patterns)</li> <li>• Common Chronic Conditions Families will Encounter (e.g., Diabetes, Depression, Disabilities, Asthma, Cardiovascular Disease, Substance Abuse, Cancer)</li> <li>• Introduction to genograms</li> </ul> <p><u>Case Examples of the Day:</u> Substance Abuse, Cancer</p>	<ul style="list-style-type: none"> <li>• <b>Readings you are responsible to discuss today:</b> Ch. 3, 18</li> <li>• <b>In-class (group work) assignment:</b> Conduct a Family Systems analysis of several case examples with families dealing with a family member with a chronic condition.</li> <li>• <b>Homework due today:</b> None</li> </ul>
Day 2	<ul style="list-style-type: none"> <li>• Quiz #1</li> <li>• Evidence-based findings regarding the association between interpersonal relationships and chronic conditions</li> <li>• Introduction to Biopsychosocial-spiritual Theory (macro-, micro-)</li> <li>• Genograms (3 generations, medical patterns and mental health patterns, interpersonal relationship patterns)</li> </ul> <p><u>Case Examples of the Day:</u> Diabetes, Depression</p>	<ul style="list-style-type: none"> <li>• <b>Readings you are responsible to discuss today:</b> Ch. 1, 2</li> <li>• <b>In-class (group work) assignment:</b> Present within a group your three-generation genogram showing intergenerational transmission patterns of medical and mental health issues.</li> <li>• <b>Homework due today:</b> Three-generation genogram</li> </ul>
Day 3	<ul style="list-style-type: none"> <li>• Quiz #2</li> <li>• Clinical skills to work with families with a family member with a chronic condition</li> <li>• Dyadic, triadic or family meetings</li> <li>• Motivation for Change, Motivational Interviewing Skills</li> <li>• Difficult Interactions</li> </ul> <p><u>Case Examples of the Day:</u> Alzheimers, Schizophrenia</p>	<ul style="list-style-type: none"> <li>• <b>Readings you are responsible to discuss today:</b> Ch. 5, 6, 7, 8, 9</li> <li>• <b>In-class (group work) assignment:</b> Choose a chronic condition to use a biopsychosocial-spiritual and family systems theoretical approach to analyze how including family members is useful in disease management.</li> <li>• Group practice using clinical skills to facilitate a family systems interaction (e.g., meeting with parent/child, couple or family) around a specific chronic condition.</li> <li>• <b>Homework due today:</b> Outline of case analysis presentation</li> </ul>
Day 4	<ul style="list-style-type: none"> <li>• Presentations of Case Analysis.</li> <li>• <u>Must include:</u> (1) present basic prevalence data, symptomology and evidence-based treatment plan for the chronic condition, (2) present a video example of a family dealing with a family member with a chronic condition, (3) conduct a theoretical analysis of the family system interactions including what stage of the family life cycle are they in?, (4) present biopsychosocial-spiritual strengths and challenges, (5) present evidence-based findings about the importance of familial involvement, (6) present a genogram indicating medical patterns, mental health patterns and interpersonal relationship patterns, and (7) make recommendations for how to work with the family.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Readings you are responsible to discuss today:</b> None</li> <li>• <b>Homework due today:</b> Power point presentation of case analysis</li> </ul>

In-class Participation: Attendance and participation in class is important for classes offered during the public health institute. Thus, daily points will be given for attendance and active participation in lectures and with classmates.

Quizzes: There will be two short (about 5-10 questions) quizzes on days 2 and 3 to test your mastery of theoretical terms and evidence-based findings regarding working with families with a family member with a chronic condition. Mastering this basic knowledge will allow you to more fully participate during the in-class assignments and role-plays.

In-class Group Assignments: There will be daily group assignments that either ask you to apply theory, ask you to critically analyze a case example/genogram or to identify/use skills or techniques to address a familial problem. These assignments will all be completed as part of the classroom time.

Role-Plays: During class you will be participating in role-plays that allow you to practice and hone your skills related to dyadic, triadic, and family-level meetings to address issues related to a family member's chronic condition.

Final Presentation: You will be able to choose a chronic condition to present on the last day of class. You may choose to present in a dyad or individually. You will be responsible for: (1) presenting basic prevalence data, symptomology and treatment plan for the chronic condition, (2) identifying a video example of a family dealing with a family member with a chronic condition, (3) presenting a theoretical analysis of the family system interactions occurring in the family, (4) identifying the family's biopsychosocial-spiritual strengths and challenges related to the chronic condition, (5) presenting evidence-based findings about the importance of familial involvement in the chronic condition, (5) presenting a genogram indicating medical patterns, mental health patterns and interpersonal relationship patterns, and (6) giving your recommendations regarding how to work with the family most effectively.

## VII. Evaluation and Grading

This is a short course and therefore imperative that students attend all class sessions and actively participate in class discussions, activities and assignments. In addition, students are expected to complete all required readings in order to obtain a satisfactory grade. The following is a breakdown of the grading structure:

20 points = 20% of grade	In-class Participation
20 points = 20% of grade	In-class Group Assignments
20 points = 20% of grade	Quizzes
40 points = 40% of grade	Final Presentation: Family Systems Analysis including Theoretical Analysis and Genogram of a Case and Class Presentation

Failure to complete any of the assignments will result in an unsatisfactory grade.

Late submissions will have a 5% grade deduction everyday past the due date.

Absence from class may be considered for extenuating circumstances and must be approved by the instructor.

This course is offered A/F or S/N

**A/F letter grade will be determined by total effort as follows:**

A	4.000 (94-100 points/percent) Represents achievement that is outstanding relative to the level necessary to meet course requirements
A-	3.667 (90-93 points/percent)
B+	3.333 (87-89 points/percent)

B	3.000 (83-86 points/percent) Represents achievement that is significantly above the level necessary to meet course requirement
B-	2.667 (80-82 points/percent)
C+	2.333 (77-79 points/percent)
C	2.000 (73-76 points/percent) Represents achievement that meets the course requirements in every respect
C-	1.667 (70-72 points/percent)
D+	65-69 (points/percent) 1.333
D	1.000 (60-64 points/percent) Represents achievement that is worthy of credit even though it fails to meet fully the course requirements
F	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.
S	Represents achievement that is satisfactory, which is equivalent to a C- or better.

**For additional information, please refer to:**

<http://policy.umn.edu/Policies/Education/Education/GRADINGTRANSCRIPTS.html>.

**Course Evaluation**

The SPH will collect student course evaluations electronically using a software system called CourseEval: [www.sph.umn.edu/courseeval](http://www.sph.umn.edu/courseeval). The system will send email notifications to students when they can access and complete their course evaluations. Students who complete their course evaluations promptly will be able to access their final grades just as soon as the faculty member renders the grade in SPHGrades: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades). All students will have access to their final grades through OneStop two weeks after the last day of the semester regardless of whether they completed their course evaluation or not. Student feedback on course content and faculty teaching skills are an important means for improving our work. Please take the time to complete a course evaluation for each of the courses for which you are registered.

**Incomplete Contracts**

A grade of incomplete "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances (e.g., documented illness or hospitalization, death in family, etc.), the student was prevented from completing the work of the course on time. The assignment of an "I" requires that a contract be initiated and completed by the student before the last official day of class, and signed by both the student and instructor. If an incomplete is deemed appropriate by the instructor, the student in consultation with the instructor, will specify the time and manner in which the student will complete course requirements. Extension for completion of the work will not exceed one year (or earlier if designated by the student's college). For more information and to initiate an incomplete contract, students should go to SPHGrades at: [www.sph.umn.edu/grades](http://www.sph.umn.edu/grades).

**University of Minnesota Uniform Grading and Transcript Policy** - A link to the policy can be found at [onestop.umn.edu](http://onestop.umn.edu).

## VIII. Other Course Information and Policies

### Grade Option Change (if applicable)

For full-semester courses, students may change their grade option, if applicable, through the second week of the semester. Grade option change deadlines for other terms (i.e. summer and half-semester courses) can be found at [onestop.umn.edu](http://onestop.umn.edu). **The grading option for Public Health Institute courses may not be changed after the second day of class for 4-day courses. Grading options for 2 day courses may not be changed after the first day class.**

### Course Withdrawal

Students should refer to the Refund and Drop/Add Deadlines for the particular term at [onestop.umn.edu](http://onestop.umn.edu) for information and deadlines for withdrawing from a course. As a courtesy, students should notify their instructor and, if applicable, advisor of their intent to withdraw.

Students wishing to withdraw from a course after the noted final deadline for a particular term must contact the School of Public Health Office of Admissions and Student Resources at [sph-ssc@umn.edu](mailto:sph-ssc@umn.edu) for further information.

### Student Conduct Code

The University seeks an environment that promotes academic achievement and integrity, that is protective of free inquiry, and that serves the educational mission of the University. Similarly, the University seeks a community that is free from violence, threats, and intimidation; that is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and that does not threaten the physical or mental health or safety of members of the University community.

As a student at the University you are expected adhere to Board of Regents Policy: *Student Conduct Code*. To review the Student Conduct Code, please see:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf).

Note that the conduct code specifically addresses disruptive classroom conduct, which means "engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities."

### Use of Personal Electronic Devices in the Classroom

Using personal electronic devices in the classroom setting can hinder instruction and learning, not only for the student using the device but also for other students in the class. To this end, the University establishes the right of each faculty member to determine if and how personal electronic devices are allowed to be used in the classroom. For complete information, please reference:

<http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis. (Student Conduct Code:

[http://regents.umn.edu/sites/default/files/policies/Student\\_Conduct\\_Code.pdf](http://regents.umn.edu/sites/default/files/policies/Student_Conduct_Code.pdf)) If it is determined that a student has cheated, he or she may be given an "F" or an "N" for the course, and may face additional sanctions from the University. For additional information, please see:

<http://policy.umn.edu/Policies/Education/Education/INSTRUCTORRESP.html>.

The Office for Student Conduct and Academic Integrity has compiled a useful list of Frequently Asked Questions pertaining to scholastic dishonesty: <http://www1.umn.edu/oscai/integrity/student/index.html>. If you have additional questions, please clarify with your instructor for the course. Your instructor can respond to your specific questions regarding what would constitute scholastic dishonesty in the context of a particular

class-e.g., whether collaboration on assignments is permitted, requirements and methods for citing sources, if electronic aids are permitted or prohibited during an exam.

### **Makeup Work for Legitimate Absences**

Students will not be penalized for absence during the semester due to unavoidable or legitimate circumstances. Such circumstances include verified illness, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, and religious observances. Such circumstances do not include voting in local, state, or national elections. For complete information, please see: <http://policy.umn.edu/Policies/Education/Education/MAKEUPWORK.html>.

### **Appropriate Student Use of Class Notes and Course Materials**

Taking notes is a means of recording information but more importantly of personally absorbing and integrating the educational experience. However, broadly disseminating class notes beyond the classroom community or accepting compensation for taking and distributing classroom notes undermines instructor interests in their intellectual work product while not substantially furthering instructor and student interests in effective learning. Such actions violate shared norms and standards of the academic community. For additional information, please see: <http://policy.umn.edu/Policies/Education/Education/STUDENTRESP.html>.

### **Sexual Harassment**

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy: <http://regents.umn.edu/sites/default/files/policies/SexHarassment.pdf>

### **Equity, Diversity, Equal Opportunity, and Affirmative Action**

The University will provide equal access to and opportunity in its programs and facilities, without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression. For more information, please consult Board of Regents Policy: [http://regents.umn.edu/sites/default/files/policies/Equity\\_Diversity\\_EO\\_AA.pdf](http://regents.umn.edu/sites/default/files/policies/Equity_Diversity_EO_AA.pdf).

### **Disability Accommodations**

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at 612-626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

If you are registered with DS and have a current letter requesting reasonable accommodations, please contact your instructor as early in the semester as possible to discuss how the accommodations will be applied in the course.

For more information, please see the DS website, <https://diversity.umn.edu/disability/>.

### **Mental Health and Stress Management**

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. University of Minnesota services are available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website: <http://www.mentalhealth.umn.edu>.

## **The Office of Student Affairs at the University of Minnesota**

The Office for Student Affairs provides services, programs, and facilities that advance student success, inspire students to make life-long positive contributions to society, promote an inclusive environment, and enrich the University of Minnesota community.

Units within the Office for Student Affairs include, the Aurora Center for Advocacy & Education, Boynton Health Service, Central Career Initiatives (CCE, CDes, CFANS), Leadership Education and Development – Undergraduate Programs (LEAD-UP), the Office for Fraternity and Sorority Life, the Office for Student Conduct and Academic Integrity, the Office for Student Engagement, the Parent Program, Recreational Sports, Student and Community Relations, the Student Conflict Resolution Center, the Student Parent HELP Center, Student Unions & Activities, University Counseling & Consulting Services, and University Student Legal Service.

For more information, please see the Office of Student Affairs at <http://www.osa.umn.edu/index.html>.

### **Academic Freedom and Responsibility: for courses that do not involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\*

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

**OR:**

### **Academic Freedom and Responsibility, for courses that involve students in research**

Academic freedom is a cornerstone of the University. Within the scope and content of the course as defined by the instructor, it includes the freedom to discuss relevant matters in the classroom and conduct relevant research. Along with this freedom comes responsibility. Students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth. Students are free to take reasoned exception to the views offered in any course of study and to reserve judgment about matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled.\* When conducting research, pertinent institutional approvals must be obtained and the research must be consistent with University policies.

Reports of concerns about academic freedom are taken seriously, and there are individuals and offices available for help. Contact the instructor, the Department Chair, your adviser, the associate dean of the college, or the Vice Provost for Faculty and Academic Affairs in the Office of the Provost.

\* Language adapted from the American Association of University Professors "Joint Statement on Rights and Freedoms of Students".