**OHSU Family Medicine Residency**

**Behavioral Health Longitudinal Curriculum**

Behavioral Health Focused Faculty:

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**I. Goals:**

* Residents will gain an understanding of family systems theory and how to incorporate aspects of the theory into their clinical practice to enhance patient care, improve outcomes and increase effectiveness in the doctor-patient relationship.

**II. Objectives and Skills**

* Residents will learn how to develop and read a genogram and apply the knowledge to their clinical encounters.
* Residents will be able to use a trauma informed approach to identify and describe the seven concepts of family of origin theory and be able to describe how these concepts impact family functioning.
* Residents will learn how to elicit family of origin material during their clinical encounters and learn open ended questioning style to engage family members in clinical encounter
* Residents will learn how their own family of origin influences their work as clinicians and will be able to identify areas of reactivity in order to enhance neutrality and clinical effectiveness.

**III. Format:**

This curriculum will alternate between facilitated and study sessions every Wednesday 5 – 7 pm at Emma Jones Hall 214. Concepts discussed in each session will build upon concepts learned in the preceding session.

**IV. Readings & Course Materials;**

This readings and course material for each session can be found on Med Hub.

You will also be provided with handouts and some of the readings at our in-person sessions. You may take these with you or leave them at EJH for ready access during your study sessions.

**V. Course Requirements:**

**1.** Residents are expected to come to the facilitatde course prepared to participate in the discussion, and utilize the study time to prepare and/or meet course requirements. If you are unable to attend residents should notify the Residency Administrative team at fmres@ohsu.edu in advance.

**2**. **Residents are expected to complete a genogram and present to the group**. Verbal presentation of genogram is optional though strongly encouraged. If a participant decides not to present their own genogram to the group, they will be asked to turn in a genogram and paper for behavioral health faculty to review.

You will be given resources to create a genogram, handouts on family systems concepts and prompt questions to get you thinking about what content you would like to cover in your presentation. Your genogram should include (if possible) at least three generations of family and be constructed by gathering family history, conducting family interviews and personal reflection. Behavioral health staff will present their family genogram first as an example.

Questions to consider for your genogram presentation:

* How are conflicts handled in your family of origin?
* How is closeness and distance handled in your family of origin?
* What are the ways in which your family of origin influenced your decision to become a physician?
* What values from your family of origin influence your values as a physician?
* Are there particular patients or patient care situations that you enjoy or find particularly challenging? How might this relate to your family of origin?

**ALL CONTENT FROM RESIDENT AND FACULTY FAMILY OF ORIGIN PRESENTATIONS IS CONFIDENTIAL AND SHOULD NOT BE DISCUSSED OUTSIDE THE COURSE WITH ANY NON-PARTICIPANTS.**

**3. FINAL PROJECT. *Application of Family Systems Theory to Patient: Genogram Presentation and Application of Theory*** (This will be part of your resident portfolio when you graduate)

 Final Project Presentations will occur during the last two sessions. Residents will sign up for presentation during the first two weeks of the curriculum.

The purpose of the final assignment is for you to demonstrate an understanding of the concepts and literature about family functioning, in particular Family of Origin theory, and how these ideas apply to your own family of origin and your clinical work. Many clinicians agree that for a health care provider to function as effectively as possible with patients and their families, one must continuously work toward a greater understanding of yourself and self in context of your own Family of Origin. This assignment gives you an opportunity to experiment with this idea.

Instructions: Select a patient who you know well, and who you will be working with over the course of this curriculum. Create their genogram, as best you can, and be prepared to discuss the following during your presentation:

* Discuss how this **patient’s presenting problems influence their family functioning** and family members. Examples of presenting problems or issues/challenges/events that impact family functioning can include: Chronic disease, death/grief, divorce, substance use, mental health issues, marriage/divorce, parenting, illness in child or family member, diaspora, immigration, institutionalized racism/classism, homophobia, sexism.
* **Choose two Bowen concepts (triangulation, emotional cut off, fusion, etc) and apply these concepts to your patient and their family**. Be prepared to discuss how you see these concepts appear in your own interactions with the patient and/or in witnessed interactions with their family members.
* Discuss your treatment and interventions with this patient and their family. **Be prepared to discuss what level (1-5 from Family Therapy and Family Medicine) of intervention you are using and why.**
* Keeping your own family of origin in mind, discuss areas for attention or reflection in your care of this patient. Are there things that are particularly easy, difficult, challenging or enjoyable about working with this patient? Why or why not? **What have you learned about your own family of origin that may improve your care of this patient?**

Final Project Evaluation:

Faculty will fill out a rubric during your presentation and return this to you for feedback. You will be evaluated based on your ability to apply these concepts clearly and to reflect on your own practice and how your family of origin influences your practice.

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**VI. Course Schedule: (NOTE: do not schedule during Intensives.)**

**PGY3 LC Block 2, AY 16-17:** **1st, 3rd, 4th & 5th Wednesdays of the month 5-7PM.**

**Residents: Wes Baker, Brian Park, Whitney Roper, Renee Rutherford, Alex Zweig**

**Location: EJH326**

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| **Date** | **Topic** | **Objectives** | **Handouts and Assignments** |
| **Week 1****3/15/17** | **Session 1:** Intro & Review of Syllabus/Pre-testDiscussion: History of Family Systems Theory and its place in family medicineBH genogram presentation: With 10 minutes for open-ended questions. | Understand family theory as it applies to family medicineUnderstand basics of genogramUnderstand the basic functions of the family | Handouts: Handout 1: Building Genograms handoutPhysician Ineffectiveness: Mengel |
| **Week 2****3/22/17** | **Independent Study** | Understand how a family physician uses systems thinking and interventions | Readings/AssignmentsRead: Physician Ineffectiveness: MengelWork on own Genogram |
| **Week 3****3/29** | **Independent Study**mins for questions/reflection:  | Demonstrate basic of genogram constructionUnderstand physician family of origin and non neutralityUnderstand Level 1&2 skills in the care of families | Handouts:Readings/AssignmentsWatch movie: “Ordinary People.” Review film guide questions and be prepared to discuss at session 3.Read: Level 2 Case Study: A Treatment Failure |
| **Week 4****4/5/17** | **Session 2**: Presentation and Discussion1st Resident genogram presentation:30 mins with 10**Wes Baker Presents**Discussion: Level 2 Family Medicine Provider: Skills and GoalsLecturette: Fusion and Differentiation: Murray Bowen Concepts | Recognize basic concepts: Fusion, triangles, family projection process | Handout 2: Fusion and DifferentiationLevels 1-5 of family intervention from Family Centered Healthcare  |
| **Week 5****4/12/17** | **Independent Study** | Understand how death/loss affect family functioning | Readings/AssignmentsREAD: Level 3 Case study: A patient with chronic headacheWatch TED Talk: Nadine Burke Harris: How childhood trauma effects health across the lifespan. https://www.ted.com/talks/nadine\_burke\_harris\_how\_childhood\_trauma\_affects\_health\_across\_a\_lifetimeHandouts: |
| **Week 6****4/19/17** | **Session 3:** Presentation and Discussion2nd Resident genogram presentation with 10 mins for questions/reflection**Whitney Presents**Discussion: Ordinary People and application of concepts | Understand Level 3 skills in family support | Handout 3: Bowen Family Systems: Triangles, Family Projection ProcessHandout 4: Bowen family systems basics: Grief and Loss |
| **Week 7****4/26/17** | **Session 4:** Presentation and Discussion3rd Resident genogram presentation: **Brian presents**Discussion: Level 4 Family Medicine Provider: Skills and GoalsReview TED talk and discuss ACES and family systems |  Review and discuss basic family medicine counseling skills and what ACES mean for our patients in the context of family oriented care | Handouts: Handout 5: Five family oriented questions |
| **Week 8****5/3/17** | Independent Study | Understand how immigration, race, diaspora and multigenerational transmission works in family systems  | Handouts:Readings/AssignmentsWatch movie: The NamesakeReview Film Guide Questions and be prepared to discuss during session 5.Takaki: A Different Mirror from Readings for Diversity and Social Justice |
| **Week 9****5/10/17** | **Session 5:** Presentation and Discussion4th Resident genogram presentation: 30 mins: **Alex Presents**Discussion: Namesake and application of concepts | Recognize difference, privilege and how this affects the doctor and patient relationship | Level 4 Case Study: The Death of a Teenager |
| **Week 10****5/17/17** | **Independent Study** | Recognize the effects of trauma on family systems and how this influences engagement with the medical system | Readings/Assignments:Bias, Black Lives and Academic MedicineWork on patient genogram |
| **Week 11****5/24/17** | **Session 6**: 5th Resident genogram Presentation: **Renee Presents (tentative)** 1st Resident Presents Patient Genogram (20 mins): Discuss Bias article and Level 5 skills | Understand how behaviors and patterns are passed among families.Resident will demonstrate application to their own patient | Handouts: Level 5 Case Study: A Suicide Gesture: The youngest child brings her family to the doctor |
| **Week 12****5/31/17** | **Independent Study** | Understand suicide/self harm in family system context | Reading/Assignments:Level 5 Case Study: Sexual Problems and Unresolved GriefWork on patient genogramsWork on patient genograms |
| **Week 13****6/7/17** | Session 7:2nd and 3rd Resident Present patient genogram (40 mins): Step parentingUnresolved lossEmotional cut off |  Learn basic family interview style by observing family therapy session | Handout:Handout 6: Five questions to assess family functioning |
| **Week 14****6/14/17** | **Independent study** | Understand how unresolved or unidentified loss can influence family functioningReflect on learning | Work on patient genogramsCatch up on readings you may have missed! |
| **Week 15****6/21/17** | **Session 8:**4th and 5th Resident Present patient genogram (40 min): Reflections and EndingPost Test/evaluations |  | Readings/Assignments:Post Curriculum Assessment |

**Appendix**:

**Books:**

Family-Centered Medical Care: A Clinical Casebook, Edited by Willian J. Doherty and Macaran A. Baird ( all case studies)

Family Therapy and Family Medicine, Willian J. Doherty and Macaran A Baird

Clinical Applications of Bowen Family Systems Theory, Edited by Peter Titelman

Family Medicine: Principles and Practice: Chapter, John Saultz

Readings for Diversity and Social Justice: A Different Mirror, Ronald Takaki (book chapter)

**Journal Articles**:

Physician Ineffectiveness Due to Family of Origin Issues: Mengel

Bias, black lives and academic medicine: NEJM

**Films/Videos:**

Ordinary People

The Namesake

**Book Chapters from Family Centered Medical Care: A Clinical Casebook**

Level 2 Case Study: A Treatment Failure

Level 3 Case study: A Patient with Chronic Headache

Level 4 Case Study: The Death of a Teenager

Level 5 Case Study: A Suicide Gesture: The youngest child brings her family to the doctor

Level 5 Case Study: Sexual Problems and Unresolved Grief

**Handouts:** Created by Behavioral Science Faculty, Adapted from readings

Handout1: Building Genograms

Handout 2: Fusion vs Differentiation

Handout 3: Bowen basics of triangles and family projection process

Handout 7: Bowen basics on grief and loss

Handout 5: Five Family Oriented Questions

Handout 6: Questions to assess family functioning