

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number BMFT 645 or Degree Plan(s) MFT

State the requested change and reason. A memo may be attached if more space is necessary.

BMFT 645 Substantive Change

New Course Title: Systemic Diagnosis & Assessment

New Course Description:

This course is a study of psychopathology, diagnosis, and assessment in a biopsychosocial-spiritual context. Students will learn how to use the DSM and assessment instruments in diagnosing and assessing psychopathology, as well as learning systemic ways of assessment in individual, couple, and family contexts.

Rationale: See attachment

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1. X	Title (description unchanged)	A	A	A	I				I	I
2. X	Description (not affecting content)	A	A	A	I				I	I
3. X	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G or G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

Note: When an academic unit does not have a council, the UGEC and/or UUAC will serve as its academic council, depending on the nature of the issue.

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		COUNCIL ³										
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	Faculty	President	Board of Trustees
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost) !	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

COUNCIL ³										
	Provost-Proposed Change	Provost	Department	Dean	TEC	UUAC	Graduate	Faculty	President	Board of Trustees
1.	Major/Graduate Program – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor – Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree – Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ¹									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
Signature	Approval date
Signature	Approval date

College Academic Council(s)	
Signature	Approval date
Signature	Approval date

Dean(s)	
Signature	Approval date
Signature	Approval date

Teacher Education Council	
Chair's signature	Approval date

General Education Council	
Chair's signature	Approval date

Undergraduate Academic Council	
Chair's signature	Approval date

Graduate Council	
Chair's signature	Approval date

Provost	
Signature	Approval date

Faculty	
Chair of faculty senate	Approval date

President	
Signature	Approval date

BMFT 645 Substantive Change

New Course Title: Systemic Diagnosis & Assessment

New Course Description:

This course is a study of psychopathology, diagnosis, and assessment in a biopsychosocial-spiritual context. Students will learn how to use the **DSM** and assessment instruments in diagnosing and assessing psychopathology, as well as learning systemic ways of assessment in individual, couple, and family contexts

Rationale:

The content of BMFT 645 Marital and Family Assessment is being significantly changed beyond the 25% that is permitted without approval by faculty and academic councils. The course already contains content relative to psychopathology and DSM-5 diagnosis, but this will be added as a significant objective of the course. There are two primary reasons for this change: (1) The MFT program will be offered entirely online beginning within the next year. Residential students currently take PSYC 682 Advanced Psychopathology to fulfill the assessment and diagnosis content requirements of COAMFTE and the TX LMFT licensing board. With the program being offered online, however, the MFT program needs to offer this content in an online course. (2) The lack of a systemic perspective in diagnosis has consistently been a concern of COAMFTE. Expanding BMFT 645 to include more content on diagnosis from a systemic theoretical perspective will help the program to avoid this concern with accreditation in the future.

Abilene Christian University
College of Biblical Studies
CBS 112
Thursday, 1:00 PM-3:50 PM

BMFT 645
Spring 20--
BMFT 645
3 Credit Hours

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Skype-dalemft1
Email: dale.bertram@acu.edu

Office Hours:
Monday-1:00 PM-3:00 PM
Tuesday-2:00 PM-5:00 PM
Skype By Appointment

Graduate Assistant:

Systemic Diagnosis & Assessment

Mission

The mission of Abilene Christian University is to educate men and women for Christian service and leadership around the world. The mission of the Department of Marriage and Family Studies is to equip students to strengthen family relationships and solve personal and relational problems through child and family services or therapeutic intervention while cultivating Christian leadership and character in each student. The graduate program in Marriage and Family Therapy accomplishes this mission through:

- Emphasizing a Christocentric view of human nature and personal/relational problems within a context of diversity;
- Providing a diverse clinical training experience;
- Encouraging development of a professional identity by fostering involvement in the profession of marriage and family therapy; and
- Creating a culture of research.

Course Description

This course is a study of psychopathology, diagnosis, and assessment in a biopsychosocial-spiritual context. Students will learn how to use the *DSM* and assessment instruments in diagnosing and assessing psychopathology, as well as learning systemic ways of assessment in individual, couple, and family contexts.

Student Learning Objectives & Outcomes

The faculty of the MFT program have identified Student Learning Outcomes (SLOs) that will be accomplished by graduates of the program. In addition to the SLOs identified by the department, the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) has identified six content areas to be included in graduate MFT study. The content of this course addresses Area II: Clinical Knowledge. The SLOs that are addressed by this course, along with the corresponding outcome measures are listed in the table below. The group competency target for each outcome is a mean of 83%, and the individual competency target is a score of 83%. The group ideal target for each outcome is a mean of 92%, and the individual ideal target is a score of 92%.

Student Learning Outcomes	Outcome Measures
SLO 1.4: Consider health status, mental status, other therapy, and other systems	Test One, Test Two, Test Three
SLO 2.1: Understand principles of human development; human sexuality; gender development; psychopathology; psychopharmacology; couple processes; and family development and processes	Test One, Test Two, Test Three
2.2: Understand major behavioral health disorders	Test One, Test Two, Test Three
SLO 2.3: Comprehend individual, marital, couple, and family assessment instruments appropriate to presenting problem, practice setting, and cultural context.	Test One, Test Two, Test Three
2.4: Understand current models for assessment and diagnosis	Test One, Test Two, Test Three
SLO 2.6: Systematically integrate client reports, observations of client behaviors, client relationship patterns, reports from other professionals, results from testing procedures, and interactions with client to guide the assessment process.	Students will be asked to complete ministry assessment batteries for Department of Bible, Missions, and Ministry students.
SLO 2.8: Administer and interpret results of assessment instruments.	Students will be asked to complete assessment batteries for an adolescent and married couple.

Required Texts

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Washington, DC: APA.

American Psychological Association. (2010). *Publication manual of the American Psychological Association: Sixth edition*. Washington, DC: APA.

Kaslow, F. W. (Ed.) (1996). *Handbook of relational diagnosis and dysfunctional family patterns*. New York: John Wiley & Sons.

Sperry, L. (Ed.) (2011). *Family assessment: Contemporary and cutting-edge strategies* (2nd edition). New York: Routledge.

Zuckerman, E. L. (2010). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports* (7th edition). New York: Guilford.

Journal Articles, Book Chapters, & Assessment Manuals
(available in the clinic)

- Busby, D. M., Christensen, C., Crane, D. R., & Larson, J. H. (1995). A revision of the dyadic adjustment scale for use with distressed and nondistressed couples: Construct hierarchy and multidimensional scales. *Journal of Marital and Family Therapy*, 21, 289-308.
- Connors, C. K. (1997). *Connor's rating scales-revised: User's manual*. North Tonawanda, NY: MHS.
- Karson, M., Karson, S., & O'Dell, J. (1997). *16PF interpretation and clinical practice: A guide to the fifth edition*. Champaign, IL: Institute for Personality and Ability Testing, Inc. (selected chapters)
- Lambert, M. J., Hansen, N. B., Umphress, V., Lunnen, K., Okiishi, J., Burlingame, G. M., & Reisinger, C. W. (1996). *Administration and scoring manual for the OQ 45.2*. Salt Lake City, UT: American Professional Credentialing Services LLC.
- Olson, D. H., & Gorall, D. M. (2003). Circumplex model of marital and family systems. In F. Walsh (Ed.) *Normal family processes (3rd ed.)* (pp. 514-547). New York: Guilford.
- Olson, D. H., Gorall, D. M., & Tiesel, J. W. (2006). *Faces IV package: Administration manual*. Minneapolis, MN: Life Innovations.
- Snyder, D. K. (1997). *Marital satisfaction inventory, revised (MSI-R) manual*. Los Angeles: Western Psychological Services.
- Snyder, D. K., Cavell, T. A., Heffer, R. W., & Mangrum, L. F. (1995). Marital and family assessment: A multifaceted, multilevel approach. In R. H. Mikesell, D. D. Lusteran, & S. H. McDaniel (Eds.), *Integrating family therapy: Handbook of family psychology and systems theory* (pp. 163-182). Washington, DC: APA.
- Strauss, M. A., Hamby, S. L., Boney-McCoy, S., & Sugarman, D. B. (1996). The revised conflict tactics scale (CTS2): Development and preliminary psychometric data. *Journal of Family Issues*, 17, 283-316.

Course Requirements

Attendance

Regular, punctual attendance is expected of each student. Absences are excused for the following reasons: university sponsored activities, illness documented by a physician, and other emergency situations. It is important to talk with Dr. Bertram before the situation occurs when possible. This includes leaving a voicemail on my cellphone before the start of class or texting me before the start of class. **Also, in many situations, we can arrange for you to attend the class via Webex from home, if you are ill and don't want to attend, traveling, etc.**

All assignments are due on the date assigned. The grade of all late assignments will be reduced by ten (10) percent.

Class Participation

You will be expected to participate in class discussions and exercises. Reading the assigned material will assist you in this requirement.

Psychological/Systemic Evaluation Reports (50 points each)

Students will be required to write several reports based on psychological/systemic assessment of both clinical and nonclinical populations. These reports will consist of two types: (1) specific batteries of assessments that you will administer to individuals/families in a nonclinical population; and (2) psychological/systemic evaluations of undergraduate Bible, missions, and ministry majors. Depending on the number of undergraduate Bible majors participating in the assessment, students may receive 3-4 assignments; each will be graded but students may keep the top two scores to be calculated for their final grade. You will be required to rewrite ministry assessment reports that are not of high professional quality. However, your first score will count as your grade for the report. ***Handouts will be provided further explaining the requirements and format for reports.***

Exams (100 points each)-There will be three take home exams in this course. You will be given two weeks to complete each of them.

Journal (500 points)-You will be expected to turn in a journal at the end of the course which will look much like the one you did last semester. You will outline or summarize each article/book chapter/other readings and you will make reflective comments throughout the journal about your readings. You will also be given a series of additional activities to be placed in the journal. These will be somewhat like position papers. Some of these will be in class activities and some of these will be out of class activities. The journals will be due on the last day of class.

Course Policies***Use of Technology/E-Communication***

Students are encouraged to use their laptops to take notes and to complete class assignments. It is disrespectful, however, to check email, chat, send text messages, and surf the Internet during class lectures and discussions. If you are caught engaging in these activities, your privilege to use your computer will be removed. It is also expected that cell phones, iPhones, and other mobile devices will be turned off and put away during class time.

Late Assignments, Make-Up Exams, & Extra Credit

Penalty for late assignments is 10% per each calendar day late.

Academic Dishonesty

Academic dishonesty (i.e., plagiarism, receiving help on exams, etc.) will not be tolerated. This action will result in loss of credit for the assignment in question or failure of the course. If the student has questions regarding academic dishonesty, it is vital to ask.

Students with Disabilities

If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services, and you must complete a specific request for each class in which you need accommodations. Call extension 2667 for an appointment with the Director of Disability Services.

Grading

Points Earned	Grade
92-100 %	A
83-91 %	B
74-82%	C
63-73 %	D
63 % and lower	F

Course Outline and Schedule
Schedule Subject to Change

Date	Topic	Readings/Assignments Due
Week One	Introduction....Assessments Used In the MFI & Brief Introduction to the DSM 5	
Week Two	Preface and Introduction to the DSM 5	Read Preface and Introduction to the DSM 5
Week Three	DSM 5-Neurocognitive Disorders Dissociative Disorders	Read DSM 5 chapters related to Neurocognitive disorders and Dissociative Disorders
Week Four	DSM 5-Depressive Disorders Anxiety Disorders Adjustment Disorder Beck Depression Inventory	Read Assigned Chapters in DSM 5 related to Depressive Disorders, Anxiety Disorders, and Anxiety Disorders
Week Five	DSM 5-Substance Related and Addictive Disorders Personality Disorders Substance Related Assessments	Read Substance Related and Addictive Disorders chapter of DSM 5 and The Personality Disorders chapter
Week Six	DSM 5-Somatic Symptom and Related Disorders Feeding -Eating and Sleep- Wake Related Disorders	Test One is Due Read the Somatic Symptom and Related Disorders chapter in the DSM 5 and the Eating Disorders Chapter.
Week Seven	Schizophrenia and other psychotic disorders.	Read the schizophrenia and Other Psychotic Disorders Chapter in DSM 5
Week Eight	The Emerging Influence of Neurobiology	Dan Siegel- www.youtube.com/watch?v=B7kBgaZLHaA Robert Sapolsky- http://www.youtube.com/watch?v=e0WZx7lUOrY
	Spring Break	No class
Week Nine	16PF OQ 45. Sexual Compulsivity Scale	Karson, Karson, & O'Dell, 4-7 OQ 45.2 manual

BMFT 645

	Beck Depression Inventory Beck Suicide Inventory	TEST TWO WILL BE EMAILED
Week Ten	General marital/family assessment strategies	Sperry, 1-6 FACES manual Olson & Gorall
Week Eleven	Marital assessment RDAS, CTS	Sperry, 7 Kaslow, 16, 20-22 Busby et al. Strauss et al. Test Two is Due
Week Twelve	Family assessment	Sperry, 8-10 Kaslow, 5, 24 Test Three Will Be Emailed
Week Thirteenn	Family assessment	Kaslow, 25-26, 28-30 Adolescent report due
Week Fourteen	Parent-child assessment	Kaslow, 12-15 Journals Due
Week Fifteen	Ethical & cultural issues in assessment & diagnosis	Kaslow, 2, 10-11, 34 Married couple report due by 5:00 pm Test Three Due by 5:00 PM