

**Application for a New Course v10.5**

|                                     |          |
|-------------------------------------|----------|
| <b>Course ID</b> Subject and Number | BMFT 670 |
| <b>Date APPROVED</b>                |          |
| <b>Date DENIED</b>                  |          |

**I. Systems and Catalog Information** Complete each item.

|     |                                                      |                                                                                                                                                                                                                                  |
|-----|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1   | Course Developer                                     | Sarah Woods, PhD, LMFT                                                                                                                                                                                                           |
| 2   | Course Teacher                                       | TBD                                                                                                                                                                                                                              |
| 3   | Course Title                                         | Introduction to Medical Family Therapy                                                                                                                                                                                           |
| 4   | Course Abbreviation (if title is over 30 characters) | Intro to MedFT                                                                                                                                                                                                                   |
| 5   | College                                              | College of Biblical Studies                                                                                                                                                                                                      |
| 6   | Department                                           | Marriage & Family Studies                                                                                                                                                                                                        |
| 7   | Number of Credit Hours                               | 3                                                                                                                                                                                                                                |
| 8   | Is the course Fixed Credit or Variable Credit?       | Fixed                                                                                                                                                                                                                            |
| 9   | Is the course repeatable?                            |                                                                                                                                                                                                                                  |
| 10  | Maximum number of times course may be repeated       |                                                                                                                                                                                                                                  |
| 11  | Maximum number of hours credit                       |                                                                                                                                                                                                                                  |
| 12  | Explanation for variable credit                      |                                                                                                                                                                                                                                  |
| 13a | Course contact hours - LEC                           |                                                                                                                                                                                                                                  |
| 13b | Course contact hours - Lab                           |                                                                                                                                                                                                                                  |
| 13c | Course contact hours - Practicum                     |                                                                                                                                                                                                                                  |
| 13d | Course contact hours - Seminar                       |                                                                                                                                                                                                                                  |
| 13e | Course contact hours - Studio                        |                                                                                                                                                                                                                                  |
| 13f | Course contact hours - Online                        |                                                                                                                                                                                                                                  |
| 13g | Course contact hours - Colloquium                    |                                                                                                                                                                                                                                  |
| 13h | Course contact hours - Field Experience              |                                                                                                                                                                                                                                  |
| 13j | Course contact hours - Internship                    |                                                                                                                                                                                                                                  |
| 13k | Course contact hours - Research                      |                                                                                                                                                                                                                                  |
| 13m | Course contact hours - Workshop                      |                                                                                                                                                                                                                                  |
| 13n | Course contact hours - Other (specify)               |                                                                                                                                                                                                                                  |
| 14  | Instructor Workload                                  |                                                                                                                                                                                                                                  |
| 15  | Grade Mode (check all appropriate):                  | <input checked="" type="checkbox"/> X Standard<br><input type="checkbox"/> Credit/No Credit (undergrad only)                                                                                                                     |
| 16  | Maximum Enrollment                                   |                                                                                                                                                                                                                                  |
| 17  | <b>Catalog Description</b><br>(50 words or less)     | This course consists of an introduction to the field of medical family therapy including a review of its history of development, current practice and research, an overview of medical terminology, and social trends and public |

|     |                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                           |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
|     |                                                                                                                                                                                                                                                                                                                                                                                                             | policy that impact the practice of medical family therapy                                 |
| 18  | List any prerequisites (course/s, test scores, class standing, major, etc.)                                                                                                                                                                                                                                                                                                                                 | None                                                                                      |
| 19  | List any co-requisites                                                                                                                                                                                                                                                                                                                                                                                      | None                                                                                      |
| 20  | If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs                                                                                                                                                                                                                                                                                          |                                                                                           |
| 21  | Does this course have any special student costs? Yes/No<br><i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>                                                                                                                                                                                                                                          |                                                                                           |
| 22a | How often will it be offered? <b>Fall</b>                                                                                                                                                                                                                                                                                                                                                                   | Every Fall 1                                                                              |
| 22b | How often will it be offered? <b>Spring</b>                                                                                                                                                                                                                                                                                                                                                                 | Every Spring 1                                                                            |
| 22c | How often will it be offered? <b>Summer</b>                                                                                                                                                                                                                                                                                                                                                                 | Every Summer 1                                                                            |
| 23  | Frequency? All, odd, or even years?                                                                                                                                                                                                                                                                                                                                                                         |                                                                                           |
| 24  | First semester this course will be offered<br><i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>                                                                                                                                                                                                             | Summer 1 2015                                                                             |
| 25  | List course/s that should be deleted, include the last semester for course/s being deleted<br><i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>                                                                                                                                                                                                                |                                                                                           |
| 26  | Is this course required for a degree/s? Yes/No<br><i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>                                                                                                                                                                                                                                                              | Yes, this course is required for the post-graduate certificate in Medical Family Therapy. |
| 27  | Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain                                                                                                                                                                                                                                                                                              |                                                                                           |
| 28  | Has this course been offered as a Special Topics course? Yes/No<br><i>If "Yes," specify the Course ID and enrollment for each term it was taught.<br/>(Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course Descriptions section of the Catalog for details.)</i> | No                                                                                        |
| 29  | List any courses in which content overlaps the proposed course. (Course ID and Name)                                                                                                                                                                                                                                                                                                                        |                                                                                           |

|  |                                                                                                             |  |
|--|-------------------------------------------------------------------------------------------------------------|--|
|  | Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D. |  |
|--|-------------------------------------------------------------------------------------------------------------|--|

## II. Curriculum

|   |                                                                                                                    |  |
|---|--------------------------------------------------------------------------------------------------------------------|--|
| 1 | <b>Degree Plan</b> Explanation of how this course affects degree requirements.                                     |  |
| 2 | <b>Justification</b> State the justification for adding this course to the current curriculum. Represent the need. |  |

## III. Course Design

### 1. Audience and Course Goal

|   |                                                                |                                                                                                                                                                                                                                                                     |
|---|----------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Describe the intended audience, including prerequisite skills. | This course is intended for students earning their Medical Family Therapy certificate.                                                                                                                                                                              |
| 2 | State the overarching course goal(s) in performance terms.     | Students will articulate the tenets of the field of medical family therapy, identify as a medical family therapy professional, and understand the contextual issues related to the field, including the healthcare culture, health disparities, and ethical issues. |

### 2. Competencies and Measurements

|   | Competency                                                                                                                                    | Measurement                                                                                                                      |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| 1 | Articulate clearly the difference between MedFT and other mental health professionals.                                                        | Foundational Concepts & Research Assignment with Discussion Board Posts<br><br>Triple Aim Assignment with Discussion Board Posts |
| 2 | Describe sufficient understanding of relevant biomedical issues, language, culture, various disciplines, and providers in healthcare systems. | Families, Systems, & Health Discussion Board<br><br>MedFT & Special Populations Assignment with Discussion Board Post            |

## V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name \_\_\_\_\_

### Primary Department

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

### Cross-listing Department *Add more lines if multiple departments are cross-listing*

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

### Cross-listing Department *Add more lines if multiple departments are cross-listing*

\_\_\_\_\_  
Department Chair

\_\_\_\_\_  
Dean of the College

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

## VI. Actions *Place all actions on one page.*

Course ID: \_\_\_\_\_

Course Title: \_\_\_\_\_

### 1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
College Dean or Director Date

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
College Dean or Director Date

### 2. Graduate Council: (for graduate level courses)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Dean of Graduate School Date

### 3. Teacher Education Council: (when applicable)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
TEC Chair Date

### 4. University General Education Council: (when applicable)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Provost's designee Date

### 5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Vice Provost Date

### 6. Academic Provost: (for all courses)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
Provost Date

### 7. President of the University: (for all courses)

Approved \_\_\_\_ Denied \_\_\_\_ \_\_\_\_\_  
President Date

Attach notes, comments, or conditions from appropriate councils:

**Abilene Christian University**  
**College of Biblical Studies, Room #**  
**Online**

**Semester/Year**  
**3 Credit Hours**

### **BMFT670 - INTRODUCTION TO MEDICAL FAMILY THERAPY**

Professor: Dr. TBD  
 Office Location: TBD  
 Office Phone: TBD  
 E-mail: TBD

Office Hours: TBD  
 Contact Expectations:

#### **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 consists of an introduction to the field of medical family therapy including a review of its history of development, current practice and research, an overview of medical terminology, and social trends and public policy that impact the practice of medical family therapy.

**Intended Audience:** This course is designed for students in the Medical Family Therapy post-degree certificate program. This is an online course; student should expect weekly readings, discussion board posts, writing assignments, experiential assignments, as well as groupwork and collaborative assignments throughout the certificate program.

#### **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 I: Theoretical 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%.

| <b>Student Learning Outcomes</b>                                                                                                              | <b>Learning Objectives</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>AMFTRB Domain</b>                       | <b>Outcome Measures</b>                                                                                                          |
|-----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Articulate clearly the difference between MedFT and other mental health professionals.                                                        | <b>1.1</b> Describe the difference between the development and current practice of medical family therapy and other mental health professions.<br><b>1.2</b> Explain the foundational concepts of medical family therapy.<br><b>1.3</b> Apply medical family therapy foundational concepts to future medical family therapy research and applications<br><b>2.1</b> Articulate the Triple Aim and its applications for medical family therapy.<br><b>2.2</b> Self-assess apprehensions related to aspects of the health care system and the Triple Aim.<br><b>2.3</b> Identify unique aspects of the field of medical family therapy. | Domain 1: The Practice of Systemic Therapy | Foundational Concepts & Research Assignment with Discussion Board Posts<br><br>Triple Aim Assignment with Discussion Board Posts |
| Describe sufficient understanding of relevant biomedical issues, language, culture, various disciplines, and providers in healthcare systems. | <b>3.1</b> Describe the relevant biomedical issues, language, culture, and providers in healthcare systems.<br><b>3.2</b> Assess trends in integrated care using current scientific literature.<br><b>3.3</b> Describe standards of the Patient Centered Medical Home (PCMH), including professional organizations' commitment to the PCMH model.<br><b>4.1</b> Assess the benefits of medical family therapy for unique medical populations.                                                                                                                                                                                         | Domain 1: The Practice of Systemic Therapy | Families, Systems, & Health Discussion Board<br><br>MedFT & Special Populations Assignment with Discussion Board Post            |

|                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                  |                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------|---------------------------------------------------|
|                                                                                                                                                                 | <b>4.2</b> Value the culture of the health care system and specific medical settings, describing adaptations family therapists make in these environments.                                                                                                                                                                                                                                                                                                                                                        |                                                                  |                                                   |
| Describe the association between socioeconomic status, race/ethnicity, culture, and other demographic factors with health outcomes and access to care.          | <b>5.1</b> Describe the relationships between ethnicity, race, gender, age/cohort, religion, sexual orientation, culture, and disability on health behavior, disease management, and trust-building in family therapy.<br><b>5.2</b> Evaluate the importance of patient and family health beliefs, including cultural and religious beliefs, in using the biopsychosocial model to communicate effectively with patients.<br><b>5.3</b> Reflect on own cultural identity and its impact on treatment of patients. | Domain 2: Assessing, Hypothesizing, and Diagnosing               | Discussion Board – Health, Health Care, & Context |
| Understand the ethical issues of delivering mental health care within a healthcare system.                                                                      | <b>6.1</b> Identify the distinctive ethical issues encountered in medical family therapy.<br><b>6.2</b> Apply ethical principles to MedFT practice with particular attention to confidentiality, boundary issues, and patient cultural factors.                                                                                                                                                                                                                                                                   | Domain 6: Maintaining Ethical, Legal, and Professional Standards | Case Vignette: Honoring Culture Assignment        |
| Identify self as a medical family therapy professional and convey to others the roles and skills that a medical family therapist brings to the medical setting. | <b>7.1</b> Identify as a medical family therapy professional and convey the roles and skills of medical family therapists.<br><b>7.2</b> Develop a professional development plan with a focus on self-care.                                                                                                                                                                                                                                                                                                       | Domain 6: Maintaining Ethical, Legal, and Professional Standards | MedFT & Professionalism Assignment                |



### Required Texts

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6<sup>th</sup> ed.). Washington, DC: Author.
- Hodgson, J., Lamson, A., Mendenhall, T., & Crane, D. R. (2014). *Medical family therapy: Advanced applications*. New York, NY: Springer.
- McDaniel, S. H., Doherty, W. J., & Hepworth, J. (2013). *Medical family therapy and integrated care*. Washington, DC: APA.

### Additional Readings

There will be required supplemental readings, all of which are posted on Canvas under the “Course Library” tab. It is the student’s responsibility to locate and download these readings.

### Course Requirements

#### Course Meetings

During your course work, you will interact with your instructor and fellow students via Canvas, an easy to use, iPhone/iPad compatible platform designed with rich media. In other words, course interaction will occur 100% through Canvas, beginning DATE. Students can access Canvas through the ACU homepage or [my.acu.edu](http://my.acu.edu). Students should acclimate themselves to the online course and this syllabus as soon as possible, and ask any questions about course policies, university policies, and the course schedule immediately.

#### Technology Requirements

Students are **required** to have Internet, email, and Canvas access for this class. Overall, students should have the following technology skills, at a minimum, to be successful in this course: ability to create, send, and receive Microsoft Word documents and .pdf files (using Adobe Acrobat Reader), ability to use the Internet including visiting sites other than Canvas, and the ability to navigate Canvas, including the ability to post to Discussion Boards. Additional strategies for success, including “netiquette” tips, and strategies for communicating with the instructor and keeping organized as an online student, are posted in our Canvas course.

#### Expectations for Assignments

All assignments must be typed and in APA (6<sup>th</sup> ed.) format. Please consult the required APA Publication Manual for writing standards (e.g., for citations, references, writing style, etc.). Assignments will be graded for both content and format.

#### Discussion Board Posts

During this course, and the Medical Family Therapy certificate program, you will interact frequently with your classmates and instructor via Discussion Boards. In these Discussion Boards, you will be responsible for your own posts, as well as replying to others. Communicating with your colleagues will

help you to develop a richer understanding of Medical Family Therapy, including how different people in this course apply MedFT ideas to family issues that are important to them. Each Discussion Board involves two parts: an original post and at least one response post. **All posts are due by 11:59pm Central Standard Time on the due date**, unless otherwise communicated by the instructor (no late submissions will be graded or receive credit – no exceptions). Any citations used in the Discussion Board should follow APA format (e.g., Berg & Upchurch, 2007). Each student should carefully examine the course schedule to understand when Discussion Board posts are due. **Students should consult the Assignments list below, as well as the Course Outline and Schedule, below, to determine when Discussion Board posts are due.**

**Original Post:** In the original post, students will respond to questions posted to the Discussion Board by the instructor. Questions will either be based on the week's assigned readings or be part of an Assignment (see Assignments, below). You will need to include your personal and professional reflections on and reactions to the readings, as well as answer the questions clearly and specifically. Original posts should be at least 300 words, with sources cited correctly using APA (6<sup>th</sup> ed.) formatting. Do not cut and paste from the readings, or other sources, directly. Check for spelling and grammar issues using the check available on Canvas. Points will be deducted for grammatical and formatting issues. Students should demonstrate critical thinking and professional, scholarly writing. **All original posts are due by 11:59pm on the due date.**

**Response Post:** Additionally, each student needs to respond to at least one of their peers' original posts. In order to receive credit for each Discussion Board, students need to provide a minimum of one response to a peer's original post. Response posts should be substantive, approximately 200 words (but can, and often should, be longer!), and be thoughtful and insightful. Students' response posts should also be supported with citations from the week's readings. Demonstrate you are thinking critically and that you want to further the conversation about Medical Family Therapy! For example, stating, "I agree, good point," is not an appropriate response post and will not receive credit. **All response posts are due by 11:59pm on the date due (the SAME time and day that the original post is due).**

### Course Policies

#### Late Assignments, Make-Up Exams, & Extra Credit

In all cases, assignments are due at **11:59pm Central Standard Time** of the day specified. Failure to turn assignments in on time will result in loss of points. **Technical difficulties will not be accepted as an excuse for late assignments.** For technical assistance, contact the ACU Helpdesk (325-674-4357).

#### Academic Dishonesty

Academic dishonesty (i.e., plagiarism, receiving help on exams, etc.) will not be tolerated. This action will result in loss in 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 should also consult ACU's policy on [Academic Integrity and Honesty](#).

**Plagiarism:** All assignments should be the student's own work. In addition, professionals are careful to include appropriate citations of all sources. Without citations, you are presenting ideas or words as your own. Paraphrasing another's work calls for a citation to give credit to the author. Even

when you cite accurately, you need to use your own words; use direct quotes very sparingly. It is imperative that you create your own work and use your original words. Cutting and pasting from another source is not acceptable. If you have questions about appropriate citations, or would benefit from writing assistance, please consult [ACU's Research and Writing Tips site](#).

### **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.

### **Use of Technology/ E-Communication**

Students are expected to communicate consistently in this course. We will use the Discussion Boards section on Canvas for group communication, as well as other mediums embedded in Canvas. To communicate directly with the instructor, students will email, a tool available in Canvas or directly via their ACU email. If you email me, I will answer your email within 24 hours during the work week. Messages sent over the weekend will be attended to once I return to my office.

Often students have similar questions and can learn from one another. Because of this, it is important to use the Discussion Board for almost all course-related questions. There is a special Discussion Board forum set up for questions related to this course; this way, I can reply to your question and everyone in the course can benefit from my response. Everyone with a similar question will be able to read my answer, as well as make suggestions of their own. Posts to this Discussion Board question forum will be replied to within 24 hours during the work week. Posts made over the weekend will be replied to no later than the following Tuesday.

### **Assignments**

A brief description of all course assignments follows. Further detail regarding each assignment is available on Canvas. Please note: extra credit is not available for this course.

### **Discussion Board Posts (24 points)**

**Self-Introduction:** Each student will introduce themselves during the first week using the Introductions Discussion Board. To do this, students should click on the Discussion Boards link on their Course Menu, then click on the "Introductions" Discussion Board. Students should then click on "Create Thread," and in the subject box, type their First and Last name. In your introduction, please answer the following questions:

- 1) Where are you located, and what is your background in Marriage and Family Therapy like (e.g., education, clinical experience, etc.)?
- 2) What is your experience with online education?
- 3) Why are you interested in Medical Family Therapy? How/why did it occur that you signed up for this MedFT certificate?
- 4) What excites you most about this course? What makes you the most apprehensive?

Students should also respond substantively to at least TWO classmates' self-introductions.

**Foundational Concepts & Research Discussion Board (3 points):** Following their location of a *Families, Systems, & Health* article regarding a foundational concept of MedFT for Assignment 1, students should post ONE original post and ONE response post in the "Foundational Concepts & Research" Discussion Board. In the original post, students should share the following: (1) the full citation (References format) for the article, (2) a summary of the focus of the article, and (3) an idea for a next step in research in this area. Response posts should be substantive and help develop classmates' ideas for next research studies on the foundational concepts.

**Triple Aim Discussion Board (3 points):** Either while reflecting, or following the completion of their Assignment 2 paper, students should post ONE original post and ONE response post in the "Triple Aim" Discussion Board. In the original post, students should share the following: (1) which aim they are most excited about, as a new MedFT, and why, (2) which aim seems the most significant, based on their prior clinical experiences, and why, and (3) one unique skill they bring that will contribute to the MedFT's "mission" and the Triple Aims. Response posts should be substantive and help develop classmates' thoughts about why each aim is significant for improving health care.

**Families, Systems, & Health Discussion Board (6 points):** Students will locate Volume 32, Issue 2 (June, 2014) of the journal *Families, Systems, & Health*, within which eight different organizations (e.g., AAMFT) respond to the Joint Principles of the Patient-Centered Medical Home, expanded by The Working Party Group on Integrated Behavioral Healthcare in 2014 to include supplemental principles on behavioral health (assigned reading for Week 3). Students should each choose the reaction of ONE organization, and in ONE original post outline the group's key points, and describe their own reaction to the organization's written statement, including anything the student identifies they have missed (students should avoid repeating an organization a different student has already posted on!). Students should then respond to at least TWO peers' original posts and further the discussion regarding how the Joint Principles/integrated care could be more systemic, as well as barriers to putting pieces of the Joint Principles into place. Students may wish to review the introductory editorial to this issue prior to selecting an organization's response (Mauksch & Fogarty, 2014; article provided on Canvas).

**MedFT & Special Populations Discussion Board (3 points):** Either while reflecting, or following the completion of their Assignment paper this week, students should post ONE original post and ONE response post in the "MedFT & Special Populations" Discussion Board. In the original post, students should share the following: (1) One other setting or "special populations" in/for which a MedFT/integrated care approach might be helpful for and why? And, (2) What additional training might a MedFT need for doing this work? Response posts should be substantive and help develop classmates' thoughts about how MedFT might be helpful in their chosen setting/population and how they (or other MedFTs) could seek additional training in this area to boost their efficacy.

**Health, Health Care, & Context Discussion Board (6 points):** For Week 5, students will read about social trends in health care, including health disparities related to race and ethnicity. Students should write ONE original post, answering the following questions: (1) What do you think are “mainstream American” health beliefs and values? (2) How often will your patients share the same health-related values, beliefs and experiences as you? (3) How might historical factors, socioeconomic factors, racial mistrust, previous negative experiences, and your own biases influence your patient’s reaction to you or trust in you? And, (4) How easy or difficult is it for you to talk about race or interact with people from other races, cultural backgrounds, or socioeconomic statuses? Lastly, (5) how will your answers to questions 1-4 impact your work as a MedFT? Students should then respond to at least TWO peers’ original posts (and further the discussion regarding attitudes and health disparities, the current quality of care in the U.S. and connections of quality to race, ethnicity, and socioeconomic status, and how these trends impact the work of MedFTs).

**MedFT & Professionalism Discussion Board (3 points):** As part of students’ “MedFT & Professionalism” assignments, students should view a minimum of 3 fellow students’ Prezi presentations and post a minimum of 1 response post to each Prezi viewed.

**Medical Family Therapy Free Association Journal Entry (1 point)**

Each student will write a brief “journal entry” summarizing what they know about Medical Family Therapy, what they think Medical Family Therapy might be all about, and their thoughts about why/how Medical Family Therapy is a necessary or important specialty in the field. It is important to note that there are no right or wrong answers to this assignment and it is completely okay if you know very little about Medical Family Therapy (that is what this class is for, right?). The purpose of this assignment is to serve as a reference tool for both the student and myself. Journal entries should range from approximately 500-800 words. Students will submit this paper through the link on Canvas.

**Foundational Concepts & Research (15 points)**

There are several journals that focus on topics related to Medical Family Therapy (e.g., integrated care, health psychology, families and health, etc.). One such journal is *Families, Systems, & Health*. For this assignment, students will peruse this journal and locate ONE article discussing one of foundational concepts reviewed for this week (i.e., systems theory, biopsychosocial model, agency/communion, or collaborative care). Students should review the article, summarizing its main focus and strengths and weaknesses (e.g., of methodology, basis in theory, argument and conclusions, etc.). Lastly, students should suggest a next step for research in this area, connected to this foundational concept of MedFT. Specifically, what research study might you propose to evaluate this foundational concept and its importance to the field? Students may suggest a qualitative or quantitative project, and do not need to be specific about analyses, just describe the basics of a next step in the literature in this area. These article summaries (**approximately 3 pages**) should be submitted through Canvas.

**Triple Aim (15 points)**

During Week 1, you read an article by Doherty, McDaniel, and Hepworth (2014), who expand the focus of MedFT to include the Triple Aim, plus team functioning and self-care. For this assignment, students

should write a reflection paper (**approximately 3 pages**) describing which aim they are most excited about, as a new MedFT. In addition, students should describe which aim they are most apprehensive about, and which aim makes the most sense based on students' prior clinical experiences, as well as their personal experiences with the health care system. Finally, students should describe, given what they've learned and read so far, what they think makes MedFT a unique field and what unique skills they bring that will contribute to the field's "mission" and these Aims. These reflection papers should be submitted through the link on Canvas.

#### **MedFT & Special Populations (15 points)**

For Week 4, students will read articles/chapters describing medical family therapy/integrated care in a variety of settings (e.g., primary care, palliative care, Veterans Affairs). Students should write a reflection paper (**approximately 3 pages**) answering the following questions: (1) In what other settings or with what other "special populations" might a MedFT/integrated care approach be helpful for and why? (2) What aspects of the medical culture could affect using MedFT for your chosen population? (3) What additional training might a MedFT need for doing this work? Students should write their answer in a seamless paper format, not as answers to those numerical questions. Students may wish to also review Pollard et al. (2014), available on Canvas, prior to writing. Students should submit these reflection papers through the link on Canvas.

#### **Case Vignette – Honoring Culture (15 points)**

Note: Students will need a Twitter account for this assignment, if they do not have one already. According to Davidson et al. (2007), "ethical principles applied to end-of-life care...should accommodate varying cultural perspectives" in order to best support the family in patient-centered care (p. 610). As MedFTs, we will work with patients and families with cultural beliefs different than our own. For this assignment, students will be provided a case vignette on Canvas that will help them analyze how to honor cultural beliefs and customs in integrated care settings, as well as their ethical obligations as mental health providers working with patients from a nondominant culture. In order to engage in a conversation with classmates, students should first read the week's assigned readings, then the case vignette. Next, students should post thoughts, reactions, and questions to Twitter, using #MedFTsHonoringCulture in order to populate a conversation. Students should reply to each other's tweets and pose further questions about ethical actions in the role of MedFT in order to further the conversation. The conversation will be moderated by the instructor. Each student should tweet (substantive tweets) a minimum of 5 times over the course of the week.

#### **MedFT & Professionalism (15 points)**

Students will develop a professional development plan describing the step-by-step process they will take to develop as a MedFT. Specifically, students should describe how they will maximize the characteristics that will make them successful MedFTs, areas they would like additional training and practice, self-care strategies, and future career plans to focus their work in the area of MedFT. Students should include a description of their personal areas of growth, and strengths, for each of the 5 roles of MedFTs discussed. Lastly, students should create a Prezi presentation describing their strengths, areas of growth, and professional developments steps to share with classmates. Links for Prezi assignments should be posted in the "MedFT & Professionalism" Discussion Board.

### Grading

In summary, grades will be based on the following assignments:

|                                  |                   |                |
|----------------------------------|-------------------|----------------|
| Discussion Board Posts           | 24 Points         |                |
| Free Association Journal Entry   | 1 Point           |                |
| Foundational Concepts & Research | 15 Points         |                |
| Triple Aim                       | 15 Points         |                |
| MedFT & Special Populations      | 15 Points         | Case Vignette: |
| Honoring Culture                 | 15 Points         | MedFT &        |
| Professionalism                  | 15 Points         |                |
| <b>Total</b>                     | <b>100 Points</b> |                |

| Points Earned | Grade |
|---------------|-------|
| 92-100%       | A     |
| 83-91%        | B     |
| 74-82%        | C     |
| 63-73%        | D     |
| 62% and lower | F     |

### Course Outline and Schedule

(Instructor Reserves the Right to Change the Calendar as Necessary)

| DATE   | TOPIC: READINGS                                                                                                                                                                                                                                                                                                                                                                          | ASSIGNMENT                                                                                                                                                                                |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Week 1 | <b>MedFT: Introduction, History, &amp; Foundational Concepts</b><br><br>Medical family therapy and integrated care, Foreword, Prefaces, & Ch. 1 (pp. ix-26)<br>Medical family therapy: Advanced applications, Ch. 2<br>Contributions of medical family therapy to the changing health care system<br>Relation of agency and communion to well-being: Evidence and potential explanations | Discussion Board – Self-Introduction<br><br>MedFT Free Association Journal Entry DUE<br><br>Foundational Concepts & Research DUE<br><br>Foundational Concepts & Research Discussion Board |
| Week 2 | <b>Health Care System</b><br><br>Medical family therapy: Advanced applications, Ch 4 & 5 (pp. 55-94)                                                                                                                                                                                                                                                                                     | Triple Aim DUE<br><br>Triple Aim Discussion Board                                                                                                                                         |

|        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                    |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|
|        | <p>Principles of the patient-centered medical home and preventive services delivery</p> <p>Mental health treatment in the primary care setting: Patterns and pathways.</p> <p>Joint principles: Integrating behavioral health care into the patient-centered medical home</p>                                                                                                                                                                                                                                                                        |                                                                                                    |
| Week 3 | <p><b>Learning the Language</b></p> <p>Medical family therapy and integrated care, Ch. 3 (pp. 53-82)</p> <p>Medical family therapy: Advanced applications, Ch. 6 (pp. 95-106)</p> <p>Integrated behavioral health and primary care: A common language</p> <p>Family therapy internship in a multidisciplinary healthcare setting: Trainees' and supervisor's reflections</p>                                                                                                                                                                         | Families, Systems, & Health Discussion Board                                                       |
| Week 4 | <p><b>Practice Opportunities for MedFTs</b></p> <p>Medical family therapy and integrated care, Appendix (pp. 283-298)</p> <p>Family therapy meets internal medicine: Innovations in medical family therapy</p> <p>Article Title</p> <p>Opportunities for psychologists in palliative care: Working with patients and families across the disease continuum</p> <p>Primary care-mental health integration in healthcare in the Department of Veterans Affairs</p> <p>Chronic illness and primary care: Integrating mental health and primary care</p> | <p>MedFT &amp; Special Populations DUE</p> <p>MedFT &amp; Special Populations Discussion Board</p> |
| Week 5 | <p><b>Social Trends</b></p> <p>Medical family therapy: Advanced applications, Ch. 17, 18, &amp; 22 (pp. 319-356, 419-436)</p> <p>Highlights: 2013 National Healthcare Quality and Disparities Reports</p> <p>The influence of individual, marital, and family therapy on high utilizers of health</p>                                                                                                                                                                                                                                                | Discussion Board – Health, Health Care, & Context                                                  |



|        |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                            |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|        | care                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                            |
| Week 6 | <p><b>Ethics Unique to MedFT</b></p> <p>Medical family therapy: Advanced applications, Ch. 20 (pp. 381-402)</p> <p>Clinical practice guidelines for support of the family in the patient-centered intensive care unit: American College of Critical Care Medicine Task Force 2004-2005</p> <p>Ambiguous loss and disenfranchised grief: The impact of DNA predictive testing on the family as a system</p>                            | Case Vignette: Honoring Culture DUE                                                        |
| Week 7 | <p><b>Engaging Systems &amp; Professionalism</b></p> <p>Medical family therapy and integrated care, Ch. 5, 6, &amp; 14 (pp. 95-125, 277-282)</p> <p>Medical family therapy: Advanced applications, Ch. 7 &amp; 9 (pp. 107-124, 357-380)</p> <p>Principles for collaboration between health and mental health providers in primary care</p> <p>Assessing collaboration with mental health providers: The primary care perspectives</p> | <p>MedFT &amp; Professionalism DUE</p> <p>MedFT &amp; Professionalism Discussion Board</p> |

\* Reminder: All assignments are due by 11:59pm CST on the due date!

# ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

## Course Title and Number

BMFT 670 – Introducti

## Reviewer

Berlin Fang

## Developer

## About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☒ Meeting time and place
- ☐ Prerequisites/co-requisites

## About the instructor(s)

- ☐ Name and title or rank
- ☐ Office location
- ☐ Phone numbers
- ☐ Email address
- ☐ Office hours/contact expectations

## Mission statements

- ☒ ACU mission statement
- ☐ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

## Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

## Course Content

- ☒ Catalog description
- ☒ Intended audience
- ☒ Outline of topics

### Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

### Materials

- ☒ Required and optional materials, including textbooks, etc.

### Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

### Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☐ Extra credit opportunities (optional)

### University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☐ Title IX policy (recommended )

### Course Policies

Expectations and consequences regarding:

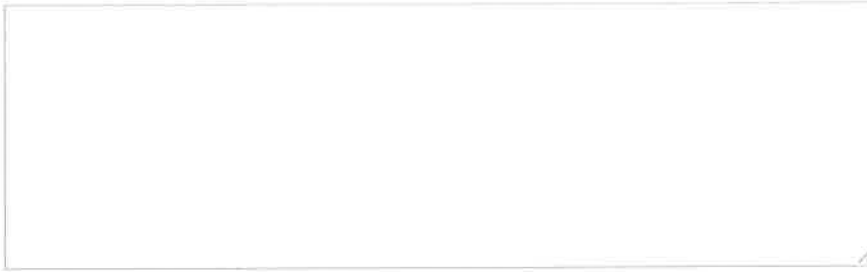
- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

### Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

### Any comments?



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# ABILENE CHRISTIAN UNIVERSITY

## LIBRARY

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### M E M O R A N D U M

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**DATE:** 15:08  
**TO:** Dr. Jaime Goff  
**FROM:** Mark McCallon, Associate Dean for Library Services  
**RE:** Course Application for BMFT 670 – Introduction to Medical Family Therapy

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After reviewing the course application, the library is able to support the proposed course. Please contact your Librarian Liaison, Craig Churchill ([churchillc@acu.edu](mailto:churchillc@acu.edu)), if additional library resources are needed for the course. Thank you for the opportunity to evaluate the syllabus and course proposal.

March 3, 2015

Jaime D. Goff, Ph.D., LMFT, LPC  
Associate Professor & Chair, Dept. of Marriage & Family Studies  
Associate Dean, The Graduate School  
Abilene Christian University  
325-674-3778

Re: Review of Medical Family Therapy Courses

Dear Dr. Goff,

Thank you for submitting the syllabi for the following courses:

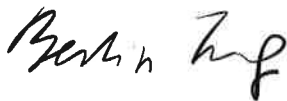
- BMFT 670 - Introduction to Medical Family Therapy
- BMFT 671 - Medical Family Therapy Theory, Practice, & Research
- BMFT 673 - Illness, Disability, Death, & Dying across the Lifespan
- BMFT 675 - Interventions in Medical Family Therapy

The Adams Center has reviewed the syllabi based on the ACU application requirements. We think that the syllabi meet or exceed the university requirements. Please see the attached checklists, which are rather identical as the syllabi that were submitted are consistent in format. If needed, please make changes where we indicate certain components are missing. You do not need to send the syllabi back to the Adams Center for additional review.

However, this letter is not meant to be a final approval in the course application process. Instead it is intended as a reference for members of the council, who may have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. The instructional design team would love to work with you on your syllabus, as well as the design, development or revision of this and other courses. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in black ink, appearing to read "Beth H. Huff". The signature is written in a cursive, flowing style.