

Application for a New Course v10.5

Course ID Subject and Number	BMFT 671
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Sarah Woods, PhD, LMFT
2	Course Teacher	TBD
3	Course Title	Medical Family Therapy Theory, Practice, & Research
4	Course Abbreviation (if title is over 30 characters)	MedFT Theory & Practice
5	College	College of Biblical Studies
6	Department	
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):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	This course builds on the foundation of MFT theories and explores the theoretical foundations of Medical Family Therapy and collaborative healthcare. Models of Medical Family Therapy are presented, and students

		are expected to demonstrate conceptual understanding of each. Emphasis is on an understanding of the biopsychosocial-spiritual model.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any co-requisites	
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 <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? Fall	Every fall
22b	How often will it be offered? Spring	Every spring
22c	How often will it be offered? Summer	Every summer
23	Frequency? All, odd, or even years?	
24	First semester this course will be offered <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>	Fall 1 2015
25	List course/s that should be deleted, include the last semester for course/s being deleted <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 <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	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 <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i> <i>(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) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	
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II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	
2	Justification 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 describe multiple Medical Family Therapy theories, develop research proposals to advance biopsychosocial science, and develop the ability to assess family resilience and intervene in integrated care settings.

2. Competencies and Measurements

	Competency	Measurement
1	Articulate the tenets of the biopsychosocial model and apply its premises to common chronic conditions.	BBFM and YOUR Chosen Condition
2	Knowledge of effects of developmental context on reactions to diagnoses, disability, and processing of health information.	Family Systems Illness Model Discussion Board
3	Articulate understanding of cognitive components of health and illness.	Health Beliefs/ Behavior Models & YOUR Chosen Condition

4	Develop skills in helping families adapt to the demands of illness via cultivating resiliency.	Family Coping Assessment
5	Develop therapy approach to working with patients and their families in integrated care.	Families & Health Discussion Board
6	Apply and advance science related to the biopsychosocial approach and medical family therapists in integrated care.	Evidence-Based Practice and MedFTs Using MedFT Theory to Guide MedFT Research

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

American Psychological Association. (2010). Publication manual, (6th ed.). Washington, DC: APA.

Frankel, R. M., Quill, T. E., & McDaniel, S. H. (2003). The biopsychosocial approach: Past, present, future. Rochester, NY: University of Rochester Press.

Hodgson, J., Lamson, A., Mendenhall, T., & Crane, D. R. (2014). Medical family therapy: Advanced applications. Springer

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

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

BMFT 671 - MEDICAL FAMILY THERAPY THEORY, PRACTICE, & RESEARCH

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 builds on the foundation of MFT theories and explores the theoretical foundations of Medical Family Therapy and collaborative healthcare. Models of Medical Family Therapy are presented, and students are expected to demonstrate conceptual understanding of each. Emphasis is on an understanding of the biopsychosocial-spiritual model.

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 Areas I, II, and V: Theoretical Knowledge, Clinical Knowledge, and Research. 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	Learning Objectives	AMFTRB Domain	Outcome Measures
Articulate the tenets of the biopsychosocial model and apply its premises to common chronic conditions.	1.1 Describe the tenets of the biopsychosocial model 1.2 Apply the premises of the biopsychosocial model to common chronic conditions.	Domain 1: The Practice of Systemic Therapy	BBFM and YOUR Chosen Condition
Knowledge of effects of developmental context on reactions to diagnoses, disability, and processing of health information.	2.1 Describe the tenets of the Family Systems Illness model. 2.2 Identify health beliefs and illness histories that impact health behaviors. 2.3 Describe the effects of acute and chronic illness on the physical and mental health of family members across the life cycle.	Domain 1: The Practice of Systemic Therapy	Family Systems Illness Model Discussion Board
Articulate understanding of cognitive components of health and illness.	3.1 Describe health belief models and attitudes regarding help seeking that influence health	Domain 1: The Practice of Systemic Therapy	Health Beliefs/Behavior Models & YOUR Chosen Condition

	and illness. 3.2 Demonstrate knowledge of cognitive factors that influence reactions to medical diagnoses and processing of health information. 3.3 Communicate to other professionals how cognitions, attitudes, and family beliefs about illness affect help seeking and reactions to diagnoses		
Develop skills in helping families adapt to the demands of illness via cultivating resiliency.	4.1 Describe the tenets of the Family Adjustment and Adaptation Response Model. 4.2 Cultivate resources to evaluate patients' intrapersonal and family resilience.	Domain 2: Assessing, Hypothesizing, and Diagnosing	Family Coping Assessment
Develop therapy approach to working with patients and their families in integrated care.	5.1 Identify the effects of family relationships on acute and chronic illness. 5.2 Apply	Domain 3: Designing and Conducting Treatment	Families & Health Discussion Board

	knowledge about the effects of the family on health to intervene effectively using family therapy interventions.		
Apply and advance science related to the biopsychosocial approach and medical family therapists in integrated care.	6.1 Demonstrate understanding of evidence-based practice and its application to the practice of medical family therapy. 6.2 Describe how medical family therapists can be effective, meaningful participants in integrated care settings. 7.1 Apply families and health theory to the development of medical family therapy interventions for specific populations. 7.2 Develop proposals for innovative medical family therapy research.	Domain 4: Evaluating Ongoing Process and Terminating Treatment	Evidence-Based Practice and MedFTs Using MedFT Theory to Guide MedFT Research

Required Texts

American Psychological Association. (2010). *Publication manual*, (6th ed.). Washington, DC: APA.

Frankel, R. M., Quill, T. E., & McDaniel, S. H. (2003). *The biopsychosocial approach: Past, present, future*. Rochester, NY: University of Rochester Press.

Hodgson, J., Lamson, A., Mendenhall, T., & Crane, D. R. (2014). *Medical family therapy: Advanced applications*. Springer

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. 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 (6th 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 (6th 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 (25 points)

Self-Introduction (1 point): 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 courses have you taken, so far, in the certificate program?
- 3) What excites you most about this course? What makes you the most apprehensive?
- 4) If you got to try life as a kind of professional other than MFT, what kind of medical professional would you most like to be and why? What is it about how you imagine that kind of medical professional lives their day and does their work that most excites you, and why?

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

Family Systems Illness Model (6 points): In this week's readings, Rolland applies his Family Systems Illness model to understanding cancer. Apply that same model to the condition you chose for Week 1.

Write a 3 paragraph summary of your application and include the following:

- (1) Describe the tenets of the Family Systems Illness model
- (2) How your chosen condition could most impact the family (including siblings, caregivers, and other family members) during a specific stage of the family life cycle (students should choose a stage)
- (3) How a family's beliefs on health could affect their coping with your chosen condition (choose one kind of belief, as outlined by Rolland (2005)).

Post your summary in the Lesson 2 Discussion Thread on the Discussion Board.

After you submit your summary, respond to at least TWO peers' original posts and further the discussion about how life cycle and family beliefs about illness can affect patient and family well-being.

Health Beliefs/Behavior Models Sharing (3 points): Before you complete this discussion, complete the Week 3 assignment. Post the infographic created in this week's assignment to this Discussion Board in a new thread. After you post, view all classmates' posts and respond to at least TWO peers' infographics by asking meaningful questions about how they would approach working with families' health beliefs related to their chosen condition. Students' response posts will be graded in accordance with the guidelines for discussion board posts and for the creativity of the reflection questions they ask their peers.

Family Coping Assessment (6 points): McCubbin and Patterson have developed multiple measures for assessing family coping. Using the university library, locate a self-report instrument developed by McCubbin and Patterson, or other authors, to measure family coping (or strengths, or resilience). Add the report to the "Family Coping Measures" folder on Canvas. Write a 3 paragraph summary of the measure, so other students may easily use it in their own clinical work. Include information on the following:

- (1) How to administer and score the measure
- (2) The reliability and validity of the measure
- (3) Populations used in the measure and research support for the measure.

A blank signup sheet is also available on Canvas so students may list which measure they are researching and avoid duplicating another student's choice.

Families & Health (6 points): There are three ways in which families affect health – through health behaviors, psychophysiological pathways, and direct biological pathways. Choose (a) 1 of these 3 pathways and (b) a specific example of that pathway (e.g., airborne infections from family members are an example of the direct biological pathway; use of tobacco is an example of a shared lifestyle behavior, or, the health behavior pathway). In approximately 1500 words, please explain your chosen pathway and specific example of how families affect

health, and describe in the Families & Health Discussion Board post how you would focus on that pathway in family therapy. Specifically, what interventions might you try to ameliorate a negative pathway? Describe how research explains this pathway between families and health, and how it supports the student's chosen family intervention. (Note: consult the recommended reading for further explanations of these three pathways).

Following your post, please suggest a minimum of ONE additional family therapy intervention to a minimum of ONE peer's posts and explain why you think that intervention would be effective for their chosen pathway and example of how families affect health.

Evidence-Based Practice & MedFTs (3 points): Complete this week's assignment before completing this discussion. Describe in an original post an evidence-based treatment and condition or situation that you read in this week's assignment. Include at least one idea you had for how family therapists could be an effective part of a team utilizing that treatment. After posting your original post, post at least 2 response posts to peers. Include additional ways in which family therapists would be an asset in collaboratively treating the condition described and how the work of a medical family therapist could enhance the evidence-based treatment reviewed.

BBFM and YOUR Chosen Condition (15 points)

Read about the biopsychosocial model, including applications in this week's required readings. Living and breathing this model is foundational to becoming a MedFT! One application of the biopsychosocial model in research has been the Biobehavioral Family Model or "BBFM" (Wood, 1993). The BBFM was initially developed for use with pediatric asthma. For Assignment 1, choose a **different** chronic condition (i.e., other than pediatric asthma) for which the BBFM might help explain connections between families and health outcomes. Choose a chronic condition you are interested in learning more about, as you will use this condition for several assignments throughout this course. Write a three-page paper that explains how you would apply the BBFM model to your chosen medical condition, and why this application makes sense. Cite research that highlights the importance of family relationships and/or social support for their chosen chronic condition. Students will submit this paper through the link on Canvas.

Health Beliefs/Behavior Models & YOUR Chosen Condition (15 points)

Read about several health belief and behavior models in this week's required readings, such as Prochaska's Transtheoretical Model, the Health Belief Model, and the Theory of Reasoned Action. Choose one of these health belief models and apply it to your chosen condition. Consider the following:

- (1) How cognitions, attitudes, and family beliefs might affect help seeking.
- (2) How these cognitions might influence reactions to the diagnosis of your chosen chronic condition and the processing of health information tied to the condition.
- (3) How this process might influence the course and outcome of the illness.

Using this information, create an infographic that diagrams this information. An infographic is a powerful tool for taking important information and turning it into an attractive, easy-to-digest image that communicates your main message (i.e., how health beliefs affect the processing, help seeking, and course/outcome of your chosen condition). You will be graded on how you

applied their chosen model to the condition and answered the questions above. You will also be graded on how well the infographic easily communicates this information to fellow MedFTs. When finalized, students should post their infographic in the Health Beliefs/Behavior Models Sharing Discussion Board. Further instructions on how to create a powerful Infographic are found on Canvas.

Evidence-Based Practice & MedFTs (15 points)

Access the [Agency for Healthcare Research and Quality's \(AHRQ\) Library of Resources for Mental Health Effective Health care Program](#).

Using the link, choose a comparative effectiveness review to read and write a 3-page paper summarizing the following:

- (1) A demonstration of your understanding of the finding of the review, including key points and indications for future research
- (2) Your ideas about how family therapists could become an effective part of an evidence-based treatment (e.g., antidepressants, postacute rehabilitation, postpartum depressions screening) for the specific condition or situation (e.g., trauma, medication adherence, cardiovascular risk, alcohol use) described.

Cite additional family-oriented research that supports your assertion that family therapists (or family therapy) would be an effective part of a care team using a treatment described in the review they've read.

Using MedFT Theory to Guide MedFT Research (30 points)

Choose one of the theories or models covered during this class and either a child or adult chronic illness. Develop an 8 to 10 page written proposal for a clinical trial or research study to test a theory-informed MedFT intervention.

Describe the following in your proposal:

- (1) The basic tenets of the theory or model.
- (2) Previous research on relational interventions for the chosen condition.
- (3) How the theory or model can suggest a next step for research on relational interventions for the chosen condition.

Next, describe a proposed methodology for testing your theory-informed intervention for the chosen condition, including:

- (1) Proposed populations and setting.
- (2) Experimental design.
- (3) How the results will be communicated to communities of interest.

Consult the recommended reading for ideas on where research is currently being conducted on family interventions for health conditions. Students will submit this paper to the link on Canvas.

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

Discussion Board Posts	25 Points
BBFM & YOUR Chosen Condition	15 Points
Health Beliefs & YOUR Chosen Condition	15 Points
Evidence-Based Practice & MedFTs	15 Points
<u>to Guide Research</u>	<u>30 Points</u>
	<u>Using MedFT Theory</u>

Total

100 Points

Grading

Points Earned	Grade
92-100 points	A
83-91 points	B
74-82 points	C
63-73 points	D
62 and fewer points	F

Course Outline and Schedule
(Schedule Subject to Change)

DATE	TOPIC: READINGS	ASSIGNMENT
Week 1	The Biopsychosocial Model The biopsychosocial approach: Past, present, future, Ch. 1-5, 13-16 (pp. 1-92, 199-268) Beyond the "psychosomatic family": A Biobehavioral Family Model of pediatric illness The Biobehavioral Family Model as a framework for examining the connections between family relationships, mental, and physical health for adult primary care patients	Discussion Board – Self-Introduction BBFM and YOUR Chosen Condition DUE
Week 2	The Family Systems Illness Model Toward a psychosocial typology of chronic and life-threatening illness Family systems and chronic illness: A typological model Families, illness, and disability: An integrative treatment model (Ch. 2 & 3) Cancer and the family: An integrative model	Discussion Board – Family Systems Illness Model
Week 3	Health Belief/Behavior Models Health promotion by social cognitive	Health Beliefs/Behavior Models & YOUR Chosen Condition DUE

	means Systematic review of the effectiveness of health behavior interventions based on the transtheoretical model The health belief model Theory of Reasoned Action, Theory of Planned Behavior, and the Integrated Behavioral Model The Transtheoretical Model of health behavior change	Health Beliefs/Behavior Models Sharing Discussion Board
Week 4	Family Adjustment and Adaptation Response Model (FAAR) & Resilience Family resilience: Moving into the third wave Family adaptation to crises A family stress model: The Family Adjustment and Adaptation Response Integrating family resilience and family stress theory	Family Coping Assessment – DUE
Week 5	How do families affect health? Advances in families and health research in the 21st century Adverse childhood experiences, allostasis, allostatic load, and age-related disease Close relationships, inflammation, and health Health promoting effects of friends and family on health outcomes in older adults Families, health, and behavior: A section of the commissioned report by the Committee on Health and Behavior: Research, Practice, and Policy. Division of Neuroscience and Behavioral Health and Division of Health Promotion and Disease Prevention Institute of Medicine, National Academy of Sciences The “psychosomatic family” model: An empirical and theoretical analysis The Biobehavioral Family Model: Testing social support as an additional exogenous variable	Families & Health Discussion Board
Week 6	Evidence-Based Practice, Outcome-Based	Evidence-Based Practice and MedFTs

	Practice Integrated primary care: Organizing the evidence The description and evaluation of the implementation of an integrated healthcare model An evidence-based “elevator speech” for a practical world: Comment Longitudinal outcomes after brief behavioral health intervention in an integrated primary care clinic Using evidence-based quality improvement methods for translating depression collaborative care research into practice The behavioral health laboratory: Building a stronger foundation for the Patient-Centered Medical Home Veterans with depression in primary care: Provider preferences, matching, and care satisfaction	DUE Evidence-Based Practice and MedFTs Discussion Board
Week 7	MedFT Science-Practitioners The biopsychosocial approach: Past, present, future, Ch. 6-8 (pp. 93-134) Medical family therapy: Advanced applications, Ch. 12-17 (pp. 219-342) Advancing medical family therapy through research: A consideration of qualitative, quantitative, and mixed-methods designs Research and evaluation in the transformation of primary care	Using MedFT Theory to Guide MedFT Research

ACU Syllabus Checklist

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

Course Title and Number

BMFT 671 – Medical Fa

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:

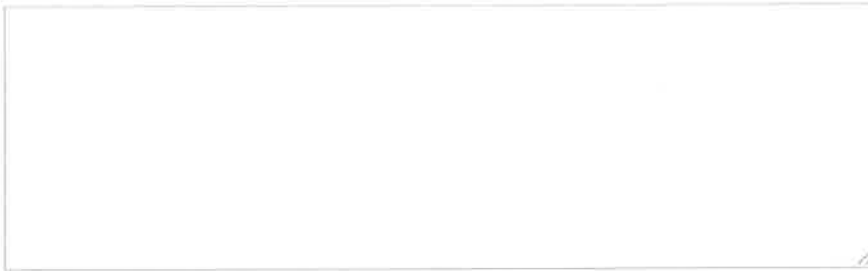
- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

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

M E M O R A N D U M

DATE: 15:08
TO: Dr. Jaime Goff
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BMFT 671 – Medical Family Therapy Theory,
Practice & Research

After reviewing the course application, the library is able to support the proposed course. Please contact your Librarian Liaison, Craig Churchill (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:

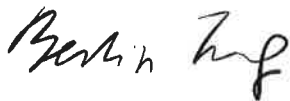
- BMFT 670 - Introduction to Medical Family Therapy
- BMFT 671 - Medical Family Therapy Theory, Practice, & Research
- BMFT 673 - Illness, Disability, Death, & Dying across the Lifespan
- BMFT 675 - Interventions in Medical Family Therapy

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. Goff". The signature is written in a cursive, flowing style.