

Application for a New Course v10.5

Course ID Subject and Number	BMFT 673
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	Illness, Disability, Death, and Dying Across the Lifespan
4	Course Abbreviation (if title is over 30 characters)	Illness Across Lifespan
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):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	This course examines the impact of illness, disability, death, and dying across the lifespan and includes consideration of human development and family life cycle transitions. Psychosocial typologies of illness will be given special consideration with a

		special focus on onset, course, and outcome and the impact of incapacitation and uncertainty on family functioning.
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 <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	Fall
22b	How often will it be offered? Spring	Spring
22c	How often will it be offered? Summer	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 2 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. (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 in the Medical Family Therapy program.
2	State the overarching course goal(s) in performance terms.	Students will articulate the biological components of illness, the impact of illness on families, and provide quality patient education and targeted interventions while maintaining self-awareness.

2. Competencies and Measurements

	Competency	Measurement
1	Describe a population health perspective that promotes health in context.	Preventative Care Discussion Board
2	Articulate the biological components of health and illness and accurately describe the relationship between commonly treated medical conditions and psychosocial concerns.	Physical Illness Summary
3	Understand the impact of one's family illness stories, self-of-provider issues, and biases in relation to care delivery.	Medical Genogram Reflection Paper Illness Theme Family Interview Shared Experience of Illness Story

4	Meet the needs of patients, their families, other team members, and the setting, taking into consideration resources available, patients' contexts, and time constraints of the setting.	Couples and Illness Intervention Discussion Board Pediatrician Collaboration Discussion Board Somatization Case Vignette MedFT & Grief Discussion Board
5	Use biopsychosocial model to provide effective patient education around genetic testing.	Interventions for Nonsymptomatic Time Phases of Breast Cancer

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. (2009). Publication manual, (6th ed.). Washington, DC: APA.

McDaniel, S. H., Doherty, W. J., & Hepworth, J. (2013). Medical family therapy and integrated care. Washington, DC: APA.

McDaniel, S. H., Hepworth, J., Doherty, W. J. (1997). The shared experience of illness. New York, NY: Basic Books.

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
Online

Semester
3 Credit Hours

BMFT 673 - ILLNESS, DISABILITY, DEATH, AND DYING ACROSS THE LIFESPAN

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 examines the impact of illness, disability, death, and dying across the lifespan and includes consideration of human development and family life cycle transitions. Psychosocial typologies of illness will be given special consideration with a special focus on onset, course, and outcome and the impact of incapacitation and uncertainty on family functioning.

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 II Clinical Knowledge and Area III Individual Development and Family Relations. 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
Describe a population health perspective that promotes health in context.	1.1 Demonstrate a population-based approach to care in the integrated care setting. 1.2 Describe the effects of acute and chronic illness on physical and mental health of caregivers, siblings, and other family members.	Domain 3: Designing and Conducting Treatment	Preventative Care Discussion Board
Articulate the biological components of health and illness and accurately describe the relationship between commonly treated medical conditions and psychosocial concerns.	2.1 Describe the relationship between commonly treated medical conditions and psychological concerns. 2.2 Assess the contribution of allostatic load to the link between relational stress and physical health. 2.3 Use scientific literature to determine the usual course of medical treatment for specific medical conditions.	Domain 2: Assessing, Hypothesizing, and Diagnosing	Physical Illness Summary

Understand the impact of one's family illness stories, self-of-provider issues, and biases in relation to care delivery.	1.3 Demonstrate skills of self-awareness. 3.1 Ask quality, open-ended clinical questions regarding families' illness themes. 7.3 Describe personal experiences with illness that impact professional identity and development.	Domain 6: Maintaining Ethical, Legal, and Professional Standards	Medical Genogram Reflection Paper Illness Theme Family Interview Shared Experience of Illness Story
Meet the needs of patients, their families, other team members, and the setting, taking into consideration resources available, patients' contexts, and time constraints of the setting.	3.2 Describe a couple therapy intervention for use with a couple coping with an ongoing medical condition 4.1 Identify ways in which family context and process contribute to chronic illness symptoms and treatment adherence. 4.2 Describe the process of collaborating with a pediatrician to develop a plan to improve a child's adherence to a treatment regimen. 5.1 Develop interventions that encourage proper use of health care resources for somatizing patients. 5.2 Describe to patients the relevant biopsychosocial factors that can affect pain. 7.1 Define ambiguous loss.	Domain 3: Designing and Conducting Treatment Domain 4: Evaluating Ongoing Process and Terminating Treatment	Couples and Illness Intervention Discussion Board Pediatrician Collaboration Discussion Board Somatization Case Vignette MedFT & Grief Discussion Board

	7.2 Explain the goals of medical family therapy in working with a patient or family experiencing ambiguous loss or grief.		
Use biopsychosocial model to provide effective patient education around genetic testing.	6.1 Explain genomic conditions and genetic testing. 6.2 Determine methods of assisting patients in decision making about genetic testing.	Domain 3: Designing and Conducting Treatment	Interventions for Nonsymptomatic Time Phases of Breast Cancer

Required Texts

American Psychological Association. (2009). *Publication manual*, (6th ed.). Washington, DC: APA.

McDaniel, S. H., Doherty, W. J., & Hepworth, J. (2013). *Medical family therapy and integrated care*. Washington, DC: APA.

McDaniel, S. H., Hepworth, J., Doherty, W. J. (1997). *The shared experience of illness*. New York, NY: Basic Books.

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: 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 MedFT certificate?
- 3) What experiences have you already had with clients and families experiencing illness? How was your work with these families impacted by your behavioral health setting?

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

Preventative Care Discussion Board (5 points): In this week's Discussion Board, students should answer the following in a 3-4 paragraph post:

Pick one of the following medical populations: aging patients, patients facing cancer, mothers who have recently delivered a baby, or pediatric patients. Then,

- (1) Describe how you might best assess for risk of psychosocial complications and need for intervention.
- (2) Using a social ecological framework (see your Kazak, 2006 reading for this week), describe one contextual factor relevant to your patient population that may affect the experience of these families entering the health care system.
- (3) Why might it be important to proactively follow-up with this patient population, post-intervention?

Students should then post response posts to a minimum of TWO peers' original posts, suggesting further contextual factors that may impact the peer's chosen patient population and how (i.e., reflect further on peers' answers to number 2, above).

Physical Illness Discussion Board (2 points): Following the completion of this week's group assignment, individual students should view each other group's video and post response posts to a minimum of TWO other group's videos. Students should comment on (1) any clinical experience they have providing therapy for people with the condition summarized, and/or (2) areas of information that were new to them regarding the specific condition summarized and ways in which they will further their own knowledge on this topic.

Couples and Illness Intervention Discussion Board (5 points): In this week's Discussion Board, students should answer the following in a 3-4 paragraph post:

- (4) What medical conditions might couples therapy be especially important for and why?
- (5) Describe one couples therapy intervention that you already use and how you would adapt it for use in either a specific medical setting or for a specific health issue.
- (6) What unique ethical considerations might apply to providing couples therapy in health care?

contexts (e.g., confidentiality, informed consent, the ethical principle of autonomy, etc.) and how?

Students should then post response posts to a minimum of TWO peers' original posts, suggesting further adaptations or applications of their peers' answers to number 2, above.

Pediatrician Collaboration Discussion Board (5 points): In this week's Discussion Board, students should answer the following in a 3-4 paragraph post:

- (1) The American Psychological Association's (2013) Competencies for Psychology Practice in Primary Care names the following as an essential component of the application of behavioral health in primary care: providers (MedFTs) "can co-interview, co-assess, and co-intervene with other primary care providers." What do you believe this means, and how will you know if you're competent in this area?
- (2) Describe how you would collaboratively work with a pediatrician and respiratory therapist in a joint effort to develop a plan to improve a child's adherence to an asthma treatment regimen.
- (3) What contextual factors (e.g., the health care setting, providers' attitudes, family motivation, patient's school, cultural values, etc.) might affect your ability to effectively collaborate with the necessary providers to improve the child's treatment adherence?

Students should then post response posts to a minimum of TWO peers' original posts, suggesting further methods of collaboration for their peers' answers to number 2, above.

Somatization Case Vignette Discussion Board (2 points): Following the posting of their treatment plan, students should respond to a minimum of TWO peers' treatment plan posts. These response posts should include the following: (1) feedback regarding the therapist's treatment goals, (2) additional biopsychosocial factors affecting somatization and pain experiences they could target in their treatment plan, and (3) additional MedFT interventions they may consider, based on the student's own treatment plan.

Interventions for Breast Cancer Discussion Board (1 point): Following the completion of this week's group assignment, individual students should view each other group's PDF describing their intervention. Students should post a response post to a minimum of ONE other group's interventions, providing feedback on (1) areas the group did well in describing their intervention, and (2) other ways in which the intervention could be applied (i.e., with different genomic conditions, adapted to different time phases, or adapted for different patients in different life cycles).

MedFT & Grief Discussion Board (5 points): In this week's Discussion Board, students should answer the following in a 3-4 paragraph post:

- (4) What is your understanding of ambiguous loss? How might you describe this idea to clients looking for "closure" following the loss of a family member?
- (5) Describe what the goals of medical family therapy might be in working with a patient or family experiencing dying, death, and grief. How do those goals differ if the patient or family is experiencing ambiguous loss instead, such as the loss of typical functioning or a future as once imagined, due to a chronic condition?

- (6) In your Seaburn et al. (1996) reading for this week, the authors explain that the role of being a “witness” in the lives of patients and families facing terminal illness “is a critical source of comfort and healing for patients, families, and providers alike” (p. 207). What does it mean to be a witness, to “sit with people?” How might you help families tell their stories of impending loss?

Students should then post response posts to a minimum of TWO peers’ original posts, suggesting further goals of MedFT with grief for their peers’ answers to number 2, above.

Medical Genogram Reflection Paper (5 points)

Students should reflect on the medical genogram they created at the initial certificate program retreat. Students should write a 3-page reflection paper describing the following: (1) one main illness theme from your genogram that sticks with you, (2) your experiences with that illness theme across time, and any family-of-origin experiences with that theme, before your time, and (3) how that illness theme may affect your work as a MedFT. Papers should be submitted via the link on Canvas.

Physical Illness Summary (10 points)

Students will be assigned groups for this assignment. Groups should choose one of the following major conditions: diabetes, heart disease, hypertension, asthma, emphysema, breast cancer, prostate cancer, lung cancer, Alzheimer’s, multiple sclerosis, muscular dystrophy, or cervical spinal cord injuries, and notify the instructor so no conditions are duplicated across groups. Groups will prepare a 5-10 minute YouTube video to share with classmates summarizing the following: onset, course, outcome, degree of incapacitation, common treatments (including specific medications) and side effects, including psychosocial implications. Groups should post the link to their video on the Physical Illness Discussion Board.

Illness Theme Family Interview (15 points)

Following from the medical genogram students presented at the initial certificate program retreat, as well as the medical genogram reflection paper from earlier in the semester, students will interview a family member about an illness or illness theme they discovered as part of their genogram work in this program. Following the interview, students should write a 5-page paper summarizing the following: (1) quality, open-ended questions they used to interview their family member about the illness/illness theme they identified, (2) their family member’s experience of the illness/illness theme, (3) new information and experiences the student had regarding their family-of-origin as a result of the interview, and (4) how their family member’s experience of the illness theme mirrors or differs from their own. Finally, students should describe areas they’re still curious about in regards to their specific illness theme, surprises or disappointments they experienced as part of the interview, and any influences of context or cultural issues they have identified as part of their family’s experience of the illness/illness theme.

Somatization Case Vignette (10 points):

Students will be provided a case vignette describing a somatizing patient and their family. Students should write a formal treatment plan they would use to guide the patient’s therapy (a blank copy of a treatment plan is provided on Canvas). Students should describe MedFT interventions they would use

with the patient and their family (e.g., to encourage the proper use of health care resources, targeting the biopsychosocial factors affecting pain, etc.), as well as goals regarding how they would collaborate with the client's medical provider. Treatment plans should be posted on the Somatization Case Vignette Discussion Board.

Interventions for Nonsymptomatic Time Phases of Breast Cancer (15 points)

Students will be assigned into 1 of 4 groups for this assignment. Using Table 2 in this week's Rolland and Williams (2005) article regarding genomic disorders, each group will be assigned one nonsymptomatic time phase of breast cancer. Students should create an intervention tailored to the time phase they are assigned, for use with a family considering genetic testing for breast cancer. Students may develop an intervention for use with a couple, nuclear family, extended family, or group, but the intervention should (a) demonstrate an understanding of the psychosocial factors related to that time phase and breast cancer, (b) match the life cycle phase of the patient/family, and (c) be clear and specific. Groups should define their patient example (i.e., who the identified patient and family could be – describe a potential case the intervention could be used with), define their clinical intervention, and describe why that intervention is a fit for the time phase and life cycle phase of their patient example. Students should create this description in a PDF format, and upload the PDF to this week's Discussion Board.

Shared Experience of Illness Story (20 points)

All semester you have been reading the book *The Shared Experience of Illness*. These stories, written by therapists and medical providers of their own personal experiences of illness or the healthcare system, as well as their experiences of working with a patient with a specific medical condition (e.g., diabetes, hemophilia, multiple sclerosis, etc.). Frequently, these two experiences interact, with shared themes or clinical interventions informed by providers' personal health experiences. For this assignment, students will author their own Shared Experience of Illness Story describing the interweaving of these two parts: (1) a personal experience of their own with illness, illness coping, the healthcare system, or grief, and (2) their clinical experience with a client experiencing a specific health condition. Both "parts" should involve personal reflections and reactions to the illness experience. As with the chapters in your text, your personal experience should be written in italics, and your clinical experience in regular text. Students may wish to highlight the interaction of these two parts in a conclusion section, as well. Students should also include a References section, if necessary. Please note: students in this class will not yet have taken BMFT 611 MedFT Practicum. Therefore, they will not draw on clinical experiences as part of this certificate program, but clinical experiences they have previously had in any behavioral health setting. Clients in all settings experience illness! Students will submit these written Stories (8-10 pages) on the link on Canvas.

During this week, the class will utilize video conferencing in Canvas to share their stories and ask reflective questions of classmates' illness and clinical experiences. The date and time for this video conferencing conversation will be determined at the beginning of the semester so students have ample time to set up for this appointment.

Grading

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

Discussion Board Posts	25 Points	
Medical Genogram Reflection Paper	5 Points	
Physical Illness Summary	10 Points	
Illness Theme Family Interview	15 Points	Somatization Case
Vignette	10 Points	Interventions for
Breast Cancer	15 Points	
Shared Experience of Illness Story	20 Points	
Total	100 Points	

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

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

DATE	TOPIC: READINGS	ASSIGNMENT
Week 1	Preventative Care and the Impact of Illness on the Family The shared experience of illness, Chapters 1, 7, 19, 23, 26, & 29 (pp. 1-9, 129-150, 184-191, 222-230, 251-262, 291-299) A 'biopsychosocial' model for recovery: A grounded theory study of families' journeys after a Paediatric Intensive Care Admission Detection of postpartum depressive symptoms by screening at well-child visits Pediatric Psychosocial Preventative Health Model (PPPHM): Research, practice, and collaboration in pediatric family systems medicine Considerations of culture and social class for families facing cancer: The need for a	Self-Introduction Discussion Board Medical Genogram Reflection Paper DUE Preventative Care Discussion Board

	new model for health promotion and psychosocial intervention	
Week 2	Biological Components of Illness Caring for the whole person: Integrated health care for adults with severe mental illness and medical comorbidity Adverse childhood experiences, allostasis, allostatic load, and age-related disease The mental health comorbidities of diabetes Population-based care of depression: Team care approaches to improving outcomes Relational discord in urban primary care: Prevalence rates and psychiatric comorbidities	Physical Illness Summary DUE Physical Illness Summary Discussion Board
Week 3	Couples and Illness Medical family therapy and integrated care, Chapters 8 & 9 (pp. 151-194) The shared experience of illness, Chapters 10-13, 15, 17, & 22 What's love got to do with it? Couples, illness, and MFT Chronic illness in couples: A case for emotionally focused therapy Impact of cardiac disease on couple relationships The physiology of marriage: Pathways to health A pilot study of an intervention for breast cancer survivors and their spouses	Illness Theme Family Interview DUE Couples and Illness Intervention Discussion Board
Week 4	MedFT With Children Medical family therapy and integrated care, Chapter 10 (pp. 195-212) The shared experience of illness, Part I The relation between family factors and metabolic control: The role of diabetes adherence	Pediatrician Collaboration Discussion Board

	Family resilience in childhood cancer Psychologists and pediatricians: Opportunities for collaboration in primary care Effects of behavioral family systems therapy for diabetes on adolescents' family relationships, treatment adherence, and metabolic control	
Week 5	Somatization and Chronic Pain Medical family therapy and integrated care, Chapter 11 (pp. 213-238) The shared experience of illness, Chapters 20, 24, & 28 Assessment and treatment of chronic pain: A physician's guide to a biopsychosocial approach Treating somatic fixation: A biopsychosocial approach Considering the options: A multilevel systemic approach to helping somatizing patients Common chronic pain conditions in developed and developing countries: Gender and age differences and comorbidity with depression-anxiety disorders	Somatization Case Vignette DUE Somatization Case Vignette Discussion Board
Week 6	Genomics and Genetic Testing Medical family therapy and integrated care, Chapter 12 (pp. 239-254) The shared experience of illness, Chapter 18 Relationship between differentiation of self and the stress and distress associated with predictive cancer genetic counseling and testing: Preliminary evidence. Supportive family environments, genes that confer sensitivity, and allostatic load among rural African American emerging adults: A prospective analysis Toward a biopsychosocial model for 21st-	Interventions for Nonsymptomatic Time Phases of Breast Cancer DUE Interventions for Breast Cancer Discussion Board

	century genetics. Family issues in a psychoeducation group for women with a BRCA mutation	
Week 7	Ambiguous Loss and Grief Medical family therapy and integrated care, Chapter 13 (255-274) The shared experience of illness, Chapters 14, 21, 27, 30-35 The myth of closure In sickness and health: Learning goodbye. Taking care of grieving through poetry: Memories of palliative care's presence or absence Mild traumatic brain injury: Impact on identity and ambiguous loss in the family. Living with anticipatory loss in the new era of genetics: A life cycle perspective. A mother's death: Family stories of illness, loss, and healing	MedFT & Grief Discussion Board Shared Experience of Illness Story DUE

ACU Syllabus Checklist

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

Course Title and Number

BMFT 673 – ILLNESS, C

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:

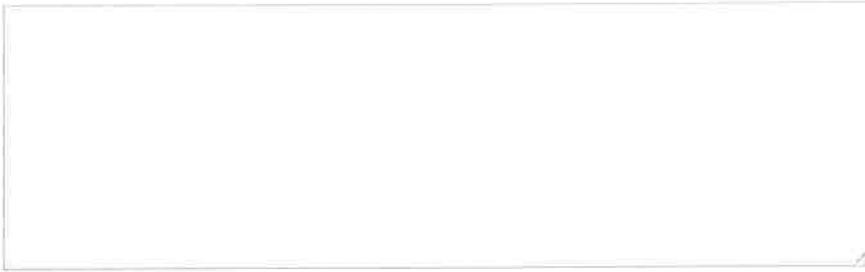
- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

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: 15:53
TO: Dr. Jaime Goff
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BMFT 673 – Illness, Disability, Death, and Dying
Across the Lifespan

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:

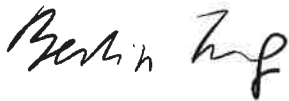
- BMFT 670 - Introduction to Medical Family Therapy
- BMFT 671 - Medical Family Therapy Theory, Practice, & Research
- BMFT 673 - Illness, Disability, Death, & Dying across the Lifespan
- BMFT 675 - Interventions in Medical Family Therapy

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