

Application for a New Course v10.5

Course ID Subject and Number	BMFT 675
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	Interventions in Medical Family Therapy
4	Course Abbreviation (if title is over 30 characters)	MedFT Interventions
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):	☒ X Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	This course will focus on specific interventions utilized in the practice of medical family therapy including those that emphasize the mind-body-spirit connection. Emphasis will be given to establishing successful collaborative working relationships with

		others in the treatment system, including doctors, nurses, social workers, and psychiatrists.
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	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>	Summer 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)	

	Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.	
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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 student pursuing a Marriage Family Therapy certificate.
2	State the overarching course goal(s) in performance terms.	Students will develop and apply specific medical family therapy interventions, including collaborative and integrated care.

2. Competencies and Measurements

	Competency	Measurement
1	Define integrated care and next steps for research supporting its practice.	Integrated Care Discussion Board
2	Use biopsychosocial model to provide effective patient education and communication.	Designing a Biopsychosocial-spiritual Interview Waiting Room Psychoed.
3	Understand, develop, and apply systemic interventions for use in medical family therapy.	Family Therapy in Medical Settings Discussion Board Mindfulness Interventions Motivational Interviewing Discussion Board

4	Understand psychopharmacology and its systemic effects.	Mastering Psychopharmacology Discussion Board Psychopharmacology Quiz
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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.

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.

Patterson, J., Albala, A., McCahill, M. E., & Edwards, T. M. (2006). The therapist's guide to psychopharmacology. New York, NY: The Guilford Press.

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/Year
3 Credit Hours

BMFT 675 - INTERVENTIONS IN 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 will focus on specific interventions utilized in the practice of medical family therapy including those that emphasize the mind-body-spirit connection. Emphasis will be given to establishing successful collaborative working relationships with others in the treatment system, including doctors, nurses, social workers, and psychiatrists.

Student Learning Objectives & Outcomes

The faculty of the MFT program have identified Student Learning Outcomes (SLOs) that will be accomplished by graduates of the program. In addition to the SLOs identified by the department, the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE) has identified six content areas to be included in graduate MFT study. The content of this course addresses Area II: Clinical Knowledge. The SLOs that are addressed by this course,

along with the corresponding outcome measures are listed in the table below. The group competency target for each outcome is a mean of 83%, and the individual competency target is a score of 83%. The group ideal target for each outcome is a mean of 92%, and the individual ideal target is a score of 92%.

Student Learning Outcomes	Learning Objectives	AMFTRB Domain	Outcome Measures
Define integrated care and next steps for research supporting its practice.	1.1 Explain integrated care, including essential elements. 1.2 Describe integrated care terminology and gaps in the literature defined by the AHRQ.	Domain 6: Maintaining Ethical, Legal, and Professional Standards	Integrated Care Discussion Board
Use biopsychosocial model to provide effective patient education and communication.	2.1 Develop biopsychosocial assessment questions for initial patient consultations. 2.2 Determine effective methods of communication with medical providers. 3.1 Communicate clearly, concisely, and respectfully regarding health conditions in a manner that is understandable and meaningful to various audiences. 3.2 Use visual aids to enhance a patient and family's understanding of a recent diagnosis.	Domain 2: Assessing, Hypothesizing, and Diagnosing	Designing a Biopsychosocial-spiritual Interview Waiting Room Psychoed.
Understand, develop, and apply systemic	4.1 Compare and contrast family	Domain 1: The Practice of	Family Therapy in Medical Settings

interventions for use in medical family therapy.	support and psychoeducation interventions with family therapy. 4.2 Describe system-related barriers to providing family therapy in medical settings. 5.1 Develop mindfulness intervention. 5.2 Explain the role of spirituality in medical family therapy. 5.3 Explain the importance of family routines and rituals for family member health and well-being. 6.1 Incorporate evidence-based motivational interviewing techniques into assessment. 6.2 Apply brief interventions to encourage patients to adhere to medical regimens and engage in proactive health behaviors.	Systemic Therapy Domain 3: Designing and Conducting Treatment	Discussion Board Mindfulness Interventions Motivational Interviewing Discussion Board
Understand psychopharmacology and its systemic effects.	7.1 Recognize names and appropriate dosages of medications for commonly occurring medical, psychological, and behavioral conditions seen in primary care.	Domain 3: Designing and Conducting Treatment	Mastering Psychopharmacology Discussion Board Psychopharmacology Quiz

	7.2 Demonstrate knowledge of psychopharmacology , including common uses and side effects.		
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Required Texts

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

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.

Patterson, J., Albala, A., McCahill, M. E., & Edwards, T. M. (2006). *The therapist's guide to psychopharmacology*. New York, NY: The Guilford Press.

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 (35 points)

Self-Introduction: Introduce yourself using the Introductions Discussion Board.

To do this, click on the Discussion Boards link on their Course Menu, then click on the "Introductions" Discussion Board. Select 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) Do you have a preferred MFT model (or models)? What drew you to this/these and with what populations have you practiced?
- 4) If you had to pick one of your favorite, most effective systemic interventions, what would it be and can you describe it? Why is it a favorite and what makes it so special for you?

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

Integrated Care Discussion Board (6 points): Students should post ONE original post and a minimum of TWO response posts in the "Integrated Care" Discussion Board. In the original post, students should complete the following: (1) The Miller et al. (2011) national agenda for research in collaborative care describes multiple gaps and foci for next steps in collaborative care research. Summarize one focus, (2) describe why this area is critical to address in this area of the literature, and (3) describe why you might be interested in addressing this gap in the literature on integrated care in your own research. Response posts should be substantive and help develop classmates' thoughts about why the gap is important to address and how they could expand their own research ideas.

Designing a BPSS Interview Discussion Board (3 points): Complete this week's assignment before completing this discussion question. Post your group's Designing a Biopsychosocial-spiritual Interview assignment in this week's Discussion Board. Then, post individual responses to at least two other groups' posts, providing substantive feedback as to what other questions and areas to review in a 1st interview might be important given the group's case vignette. In addition, give feedback regarding how best to summarize the potential data gathered for collaborative care purposes.

Waiting Room Psychoed Discussion Board (3 points): Pairs should post their Waiting Room Psychoed handout on this week's Discussion Board. Individual students should respond to at least two other pairs' handouts, providing (1) additional ideas about how the chosen contextual factor could affect health and (2) additional ideas for how to advise patients in communicating with their medical providers.

Family Therapy in Medical Settings Discussion Board (6 points): In this week's Discussion Board, students should answer the following in a 3-4 paragraph post:

- (1) What is a focus of family therapy in medical settings, as opposed to family support and psychoeducation interventions? Does this focus require a more intensive intervention than basic family support, and why or why not?
- (2) Describe one family 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.

(3) What barriers might exist, in health care settings, for the implementation of family therapy? Are the barriers structural, cognitive, or other?

Next, post a response post to a minimum of TWO peers' posts, providing further suggestions for how they may adapt their usual family therapy approaches to their work as a MedFT.

Mindfulness Interventions Discussion Board (3 points): Post your typed mindfulness script to the Mindfulness Interventions Discussion Board, as well as your YouTube link. Then read and watch a minimum of three peers' interventions and provide substantive feedback regarding what their peer did well, as well as potential areas for improvement or other application (i.e., with alternate medical populations, other settings, etc.).

Motivational Interviewing Discussion Board (6 points): In this week's Discussion Board, students should answer the following in a 3-4 paragraph post:

(1) How would you use motivational interviewing to encourage a patient to attend diabetes education programs and to engage in proactive health behaviors?

(2) How would you implement a motivational interviewing approach to assessing for substance use disorders and readiness for change in primary care?

(3) Anstiss (2009) explains that a goal of healthcare reform is creating "activated, informed, engaged, and motivated patients and citizens." He suggests that there could be multiple, dramatic benefits of achieving this goal. Name a potential benefit and explain why this might result from producing more motivated patients.

Next, post a response post to a minimum of TWO peers' posts, providing suggestions for additional ways to implement a motivational interviewing approach to assessment and treatment in primary care.

Mastering Psychopharmacology Discussion Board (8 points): Patterson et al.'s (2006) book describing psychopharmacology, frequently comorbid medical conditions and their treatments, and collaborative care is an approachable description of areas critical for all MedFTs to understand. For this week, students should have read the entire Patterson et al. (2006) text. Then, each student should pick one section of the book (signup available on Canvas at the start of the semester) and summarize the main points in a discussion board post for their peers. Key ideas, diagnoses, medications, dosages, uses, side effects, and complicating conditions should be highlighted. Students may use a bulleted list format, instead of a paper format, to enhance the ease with which the material may be processed.

Students should post their Patterson et al. (2006) chapter summary on this week's Mastering Psychopharmacology Discussion Board. Then, each student should review every other student's post and list 2-3 areas in the summary where they need additional knowledge. Students should list these areas, as well as steps they will take to further their awareness in this area.

Designing a Biopsychosocial-spiritual Interview (15 points)

For this assignment, work in groups of 2 or 3 students. Groups are assigned by the instructor. First, groups should create a brief case vignette of a patient/family they believe they would see in a primary care setting as a medical family therapist. Second, groups should develop a list of areas they would cover in a biopsychosocial-spiritual interview for a first session. Within each of

these areas, students should create a list of specific questions they would ask to gather the necessary information. Third, groups should describe how they would summarize the information gathered in order to share the summary with a medical provider and/or place in their chart. Finally, groups should post answers to their assignment (i.e., their case vignette, a description of areas they would cover in the 1st interview, including specific questions, and how they would summarize the information gathered to share with medical staff) in this week's Designing a BPSS Interview Discussion Board (creating a new thread to do so).

Note: students should consult this week's recommended reading for guidance. Also, any resources groups used as a guide to help inform their BPSS interview outline should be cited using APA formatting to avoid plagiarism.

Waiting Room Psychoed. (20 points)

For this assignment, students should pair up and follow the following steps:

- 1) Choose one contextual or systemic factor that influences health (e.g., developmental life stage, culture, socioeconomic factors, religion/spirituality, sexual orientation, relational status, family discord, education, etc.)
- 2) Review the research describing how your chosen piece of patient diversity impacts health outcomes and health care utilization
- 3) Develop an informational "handout" you could place in a primary care waiting room informing patients about the connection between your chosen contextual or systemic factor and health. The handout should include ideas for patients on how to talk to their medical provider if they think this connection is occurring for them (i.e., they are experiencing both the systemic factor and negative health outcomes/health care experiences described). Handouts should use language appropriate to patients' education (assume, at most, an 8th grade reading level).

Pairs should share this handout on this week's Waiting Room Psychoed Discussion Board in a new thread.

Mindfulness Interventions (20 points)

Develop a mindfulness script or intervention to be used with either a specific chronic illness or global patient population. You should clearly develop either the mindfulness script they would actually use with a patient, or a script they would use to deliver a mindfulness intervention (e.g., letter writing, mindfulness walk, etc.). Write out the script, as they would present it to a patient, in their own words (delivering the mindfulness intervention/description of the intervention clearly, concisely, empathically, and attuned to clients' educational levels). Next, students should video record themselves delivering the script (i.e., as genuine as a delivery as possible, as if the therapist is speaking to a patient, rather than a webcam), recording the video directly in the thread. Students should post the typed script and YouTube link to this week's Mindfulness Interventions Discussion Board.

Note: an example of a progressive muscle relaxation script and YouTube video is provided in the supplemental resources. Also, if students use any resources to help them develop their own, unique script, these sources should be cited using APA formatting in a references section in the typed script.

Psychopharmacology Quiz (10 points)

Complete the quiz available on Canvas. The quiz will test your ability to recognize the names and appropriate dosages of medications for commonly occurring medical, psychological, and behavioral conditions seen in primary care, as well as the common uses and side effects of specific psychopharmacological medications.

Grading

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

Discussion Board Posts	35 Points
Designing a BPSS Interview	15 Points
Waiting Room Psychoed.	20 Points
Mindfulness Interventions	20 Points
Quiz	10 Points
Total	100 Points

Psychopharmacology

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	Integrated and Patient-Centered Care Classroom lesson New collaborations for providing effective care for adults with chronic health conditions A national agenda for research in collaborative care: Papers from the Collaborative Care Research Network Research Development Conference Outlining the scope of behavioral health practice in integrated primary care:	Self-Introduction Discussion Board Integrated Care Discussion Board

	Dispelling the myth of the one-trick mental health pony Implementing clinical interventions in integrated behavioral health settings: Best practices and essential elements The challenge of integrated care for mental health: Leaving the 50 minute hour and other sacred things	
Week 2	Consultation and Collaboration Medical family therapy and integrated care, Ch. 2 (pp. 27-52) Medical family therapy: Advanced applications, Ch. 7, 9-10 (pp. 107-124, 147-196) Five levels of primary care/behavioral healthcare collaboration Collaborative partnerships within integrated behavioral health and primary care Medical family therapy in a primary care setting: A framework for integration	Designing a Biopsychosocial-spiritual Interview DUE Designing a BPSS Interview Discussion Board
Week 3	Family Support and Psychoeducation The family left out and the family included: Two outcomes for "Schizophrenia" Improving the well-being of couples facing cancer: A review of couples-based psychosocial interventions The effectiveness of family interventions for physical disorders Effectiveness of a psychoeducational parenting group on child, parent, and family behavior: A pilot study in a family practice clinic with an underserved population The effectiveness of patient-family carer (couple) intervention for the management of symptoms and other health-related problems in people affected by cancer: A systematic literature search and narrative review Is it beneficial to involve a family	Waiting Room Psychoed. DUE Waiting Room Psyched. Discussion Board

	member? A meta-analysis of psychosocial interventions for chronic illness	
Week 4	Family Therapy in Medical Settings, for Medical Problems Medical family therapy: Advanced applications, Ch. 8 (pp. 125-146) Couple and family interventions in health problems Couple-based interventions for medical problems	Family Therapy in Medical Settings Discussion Board
Week 5	Mindfulness, Spirituality, and Family Routine Medical family therapy: Advanced applications, Ch. 11 (pp. 197-218) Family routines and rituals when a parent has cancer Family routines and rituals in the context of chronic conditions: A review Mindful practice in action (I): Technical competence, evidence-based medicine, and relationship-centered care Mindful practice in action (II): Cultivating habits of mind Family routines, rituals, and asthma management: A proposal for family-based strategies to increase treatment adherence Mindfulness-based stress reduction in women with breast cancer Mindfulness-based stress reduction and family systems medicine: A natural fit	Mindfulness Interventions DUE Mindfulness Interventions Discussion Board
Week 6	Motivational Interviewing Motivational interviewing in primary care Motivational interviewing in a family-based pediatric obesity program: A case study Motivational interviewing in health care: Helping patients change behavior, Ch. 3-6 (pp. 33-109)	Motivational Interviewing Discussion Board
Week 7	Psychopharmacology and Neuropsychology	Psychopharmacology Quiz

	The therapist's guide to psychopharmacology Building and rebuilding the brain: Psychotherapy and neuroscience	Mastering Psychopharmacology Discussion Board
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ACU Syllabus Checklist

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

Course Title and Number

BMFT 675 – Interventi

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:

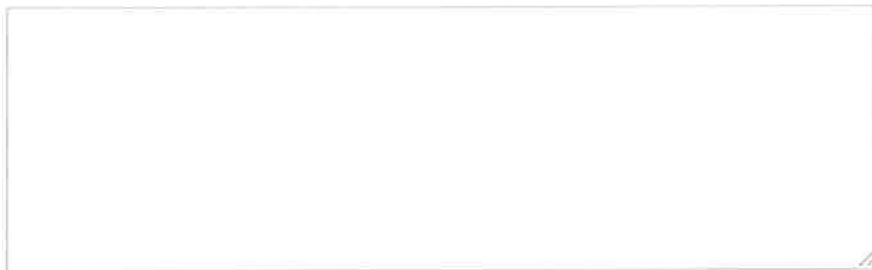
- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

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 675 – Interventions in Medical Family Therapy

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,

