

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond in Writing

Course Number BMFT 628 or Degree Plan(s) _____

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

We are requesting to add the course BMFT 628 Introduction to Equine Assisted Psychotherapy. This course has been offered twice as a special topics course in 2012 and again in 2022 at the undergrad level. The topic lends itself to graduate study and MFT students have expressed interest in the course. This course will be an elective and open to all majors. See attached application.

Indicate the requested change.

	Change to a Course	Dept./School	College	Dean	TEC	UGEC	AUAC/Grad	Provost	President
1.	Title (description unchanged)	A	A	A	I	-	I	I	I
2.	Description (not affecting content)	A	A	A	I	-	I	I	I
3.	Course term(s)	A	I	A	I	-	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	-	I	A	I
5.	Number of hours (lecture, lab, contact)	A	A	A	A	-	A	A	I
6.	Course number within the hundred	A	A	I	I	-	I	I	I
7.	Course number beyond the hundred	A	A	A	A	-	A	A	I
8.	Prerequisites	A	A	A	I	-	I	I	I
9.	Course fee(s)	A	-	A	-	-	-	A	I
10.	From U to G or G to U	A	A	A	A	-	A	A	I
11.	Cross-list course	A	A	A	A	-	A	A	I
12.	Department of record	A	A	A	A	-	A	A	I
13.	Close a course	A	A	A	A	-	A	A	I
14.	New course (includes combining or splitting courses)	A	A	A	A	-	A	A	I

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	Change to the University Requirements (All Campuses)	Dept./School ¹	College	Dean	TEC	UGEC	AUAC/Grad	Provost	Faculty	President	Trustees
1.	University Requirements — Change course outcomes of an included course ²	A	A	A	—	A	—	A	—	A	—
2.	University Requirements — Add or drop a required course from the University Requirements ²	A	A	A	—	A	—	A	A	A	—
3.	University Requirements — Add or drop a course from a menu within the University Requirements ²	A	—	—	—	A	—	A	—	A	—
4.	University Requirements — Change hours within a menu in the University Requirements ²	A	A	A	—	A	—	A	A	A	—
	Change to Catalog Information (for Campus)										
1.	General Requirements for Bachelor's Degrees and Associate's Degrees	—	—	—	—	—	A	A	A	A	—
2.	Policies governing academic probation and suspension	—	—	—	—	—	A	A	A	A	—
3.	Requirements for graduating with honors	—	—	—	—	—	A	A	A	A	—
	Change to a Degree Plan Proposed by Faculty or College										
5.	Educational Program — Revise ³	A	A	A	A	—	A	A	—	A	—
6.	Educational Program — Adopt/change admission requirements	A	A	A	A	—	A	A	—	A	—
7.	Educational Program — Add ³	A	A	A	A	—	A	A	A	A	I
8.	Educational Program — Discontinue	A	A	A	A	—	A	A	A	A	I
9.	GPA — Revise program-required GPAs	A	A	A	A	—	A	A	—	A	—
10.	Minor — Revise	A	A	A	I	—	I	I	—	I	—
11.	Minor — Add	A	A	A	A	—	A	A	—	A	—
12.	Minor — Discontinue	A	A	A	A	—	A	A	—	A	—
13.	Degree — Add	A	A	A	A	—	A	A	A	A	I
14.	Degree — Discontinue	A	A	A	A	—	A	A	A	A	I
	Change to a Degree Plan Proposed By Provost										
15.	Educational Program — Discontinue	R	—	R	A	—	A	A	A	A	I
16.	Minor — Discontinue	R	—	R	A	—	A	A	—	A	—
17.	Degree — Discontinue	R	—	R	A	—	A	A	A	A	I

¹ When an academic unit does not have a council, the UGEC and/or AUAC will serve as its academic council, depending on the nature of the issue.

² Courses that satisfy ACU's University Requirements will normally have lower-level numbering, be free of prerequisites and co-requisites, appeal to more than one or two majors, and "not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession" (SACS 2.7.3). Departments may request exceptions to the first three criteria.

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible.

Revised 8-29-22

Department/School Chair(s)	
<u>James Meuch</u>	<u>9/18/2023</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Christopher R. Hutsa</u>	<u>9-18-23</u>
Signature	Approval date
_____ Signature	_____ Approval date

Dean(s)	
<u>[Signature]</u>	<u>9-22-23</u>
Signature	Approval date
_____ Signature	_____ Approval date

Teacher Education Council	
_____ Chair's signature	_____ Approval date

University General Education Council	
_____ Chair's signature	_____ Approval date

Abilene Undergraduate Academic Council	
_____ Chair's signature	_____ Approval date

Graduate Council	
_____ Chair's signature	_____ Approval date

Provost	
_____ Signature	_____ Approval date

Faculty	
_____ Chair of Faculty Senate	_____ Approval date

President	
_____ Signature	_____ Approval date

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	BMFT 628
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Steve Eller
2	Course Instructor	Steve Eller
3	Course Title	Introduction to Equine-Assisted Counseling
4	Course Abbreviation for Banner if title is more than 30 characters	Intro Equine-Assisted Counseling
5	College	CBS - College of Biblical Studies
6	Department or School	Marriage and Family Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	1.5
8b.	Number of contact hours – lab/activity	1.5
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	n/a
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☐ Traditional lecture ☐ Traditional lab ☒ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation
14	Number of faculty workload hours	3

Aug 4, 2023

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	The course is an interdisciplinary overview of the introductory principles of Equine-Assisted Psychotherapy (EAP), utilizing the Eagala Model for foundation, as a therapeutic tool to address behavioral, emotional, and relational issues within individual, family, and/or group counseling sessions.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	n/a
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	n/a
20	If the course is cross-listed, specify the Course ID(s)	FAM 328
21	Does this course require any additional student course fees?	☐ No ☒ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-8.
22a	Will the course be offered in fall terms?	☒ No ☐ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all
22c	Will the course be offered in summer terms?	☒ No ☐ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than the coming fall semester.</i>	Spring 2024
24	Is this course required for a degree/s?	☒ No

		☐ Yes If yes, attach a revised degree plan(s) reflecting the placement of the new course.
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☐ No ☒ Yes If yes, provide course ID, term, and enrollment: FAM 440:01, Spring 2023, 9 undergrad students
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-D.</i>	na

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.

This course is a non-degree plan elective for graduate students, providing an introductory framework to equine-assisted psychotherapy and learning model, utilizing the experiential learning from active interaction with horse(s) and participants, and the application to future clients.

- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.

Equine-Assisted Therapies are a growing therapeutic modality that provides an alternative approach to meeting the clients/participants needs and treatment goals through sessions and activities outside of the traditional therapy office. There is no other course provided on campus with this focus on experiential learning with the horse herd. The course learning environment is unique in that it provides weekly lecture and discussion in the classroom as well as weekly hands-on activities at the ACU farm. The course provides the opportunity to be offered to graduate level students in the mental health field with objectives to formulate treatment goals based on assessment and client needs. It also provides an opportunity for the non-therapeutic member of the treatment team, the equine professional, to learn alternative options for utilizing horses and interacting with a unique population on the farm.

The course is also unique in providing a partnership and gap in connecting existing and distinct programs such as agricultural management and therapeutic/counseling practice.

Aug 4, 2023

The distinct treatment team roles included in the equine-assisted psychotherapy model invites an interest from multiple disciplines, including mental health fields such as social work, psychology, marriage & family, child & family, as well as education, nursing and medical, occupational and physical therapy, agricultural and environmental sciences, business management or others interested in the experiential model and impact on teamwork development, individual and family systems growth, conflict management or healthy corporate dynamics.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.

Mental Health related studies: Social Work, Psychology, Child/Family Services, Marriage & Family Therapy, Counseling, Education, Medical, Occupational and Physical Therapy, or Business and Animal Sciences.

2. State the overarching course goal(s) in performance terms. SE

Provide an introduction and knowledge to counseling and counseling profession, and the practice and application of equine-assisted therapy model including treatment plans.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Identify and define basic terms and concepts which are needed for advanced practice and certification in Equine-Assisted Psychotherapy	Reading Reflections, Class Participation, Final Paper
2	Outline the theories behind Equine-Assisted Psychotherapy	Reading Reflections, Final Paper
3	Apply the principles of Equine-Assisted Psychotherapy to practical problems	Farm Activity Participation, Treatment Team Presentation
4	Analyze current research findings that support Equine-Assisted Psychotherapy	Reading Reflections, Final Paper
5	Compare and contrast various approaches to Equine-Assisted Psychotherapy and their levels of effectiveness	Reading Reflections, Final Paper
6	Design individualized treatment plans utilizing Equine-Assisted Psychotherapy activities and philosophies based on client needs and goals for therapy	Treatment Team Presentation, Final Paper

7	Identify and interpret horse behavior as it is beneficial to Equine-Assisted Psychotherapy	Farm Activity and Reflections
8	Acquire basic processing principles for valuable reflection of experiential interactions	Farm Activity & Reflections, Reading Reflections, Treatment Team Presentation, Final Paper

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Required:

Mandrell, P. (2014). Introduction to equine-assisted psychotherapy: A comprehensive overview. (2nd ed.). USA.

Additional Readings:

Hallberg, L. (2018). The Clinical Practice of Equine-Assisted Therapy. New York, NY: Routledge.

Hallberg, L. (2018). *The equine-assisted therapy workbook*. New York, NY: Routledge.

Simpson, S., Miller, D., & Bocher, B. (2006). The processing pinnacle. Oklahoma City, OK: Wood N Barnes.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes
2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Instructional Design — The syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center letter.
4	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's memo.
Attach if applicable	
5	Content Overlap — Include one document for each course you listed in Section I-27. Attach statement from instructor/dept chair of existing course justifying the new offering.
6	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.
7	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. _____ See attached
8	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. _____ See attached
9	Justification — Attach any documents to which you refer in Section II-B.

**ABILENE CHRISTIAN UNIVERSITY
COLLEGE OF BIBLICAL STUDIES
DEPARTMENT OF MARRIAGE AND FAMILY STUDIES
BMFT 628: INTRODUCTION TO EQUINE-ASSISTED PSYCHOTHERAPY (3HRS)**

**SPRING 2024
TR 3:00 PM – 4:20 PM | TBD**

Instructor:

Steve Eller, M.MFT, LPC-S, EAGALA Certified Equine-Assisted Counselor
steve.eller@acu.edu Direct Line: 325-674-2876 Front Office: 325-674-2626
Cell Phone/Text: 325-660-0685
Office: Medical and Counseling Care Center Office hours by appointment (M-F, 8a-5p)

Farm Contact:

Riley Morrow, rmorrow@acu.edu, ACU Farm Manager/Equine Specialist
352 County Road 153, Abilene, Texas 79601

Mission of Abilene Christian University:

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world.

Mission of the College of Biblical Studies:

The mission of the College of Biblical Studies is to provide leadership preparation and resources for effective worldwide ministry in the cause of Christ.

Mission of the Department of Marriage & Family Studies:

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:

- Introducing students to a broad range of therapeutic models;
- Providing an exceptional clinical training experience;
- Exploring Christian principles related to the practice of Marriage and Family Therapy
- Encouraging students to cultivate their own spiritual beliefs and worldviews;
- Equipping students to work with diverse and marginalized communities;
- Encouraging development of professional identity and leadership; and
- Creating a culture of research.

Catalog Description:

The course is an interdisciplinary overview of the introductory principles of Equine-Assisted Psychotherapy as a therapeutic tool to address behavioral, emotional, and relational issues within individual, family, and/or group counseling sessions.

Pre- or Co-requisites: None

Unique Christian Perspective:

It is my belief in Christ Jesus that prompts a humble perspective to teach all students who enter this classroom with the same qualities I see in Christ. These include being filled and led by His fruits of the Spirit of mercy, love, joy, peace, patience, kindness, goodness, gentleness, and self-control. The value of each student is grounded that they were so loved by God, that he sent his Son Jesus to earth as a man, living a human life without sin, dying on the cross to reconcile us to God, and was raised from the dead to secure the final promise that we also have the hope to live in His presence for eternity. Because of this good news, no one is ever too far away from turning back to Christ and finding His true love, acceptance, and peace. These qualities and attitudes apply to providing a space of genuine empathy in the counseling model we will explore during this course.

Class Format:

The course will consist of classroom, lecture meetings on Tuesdays and hands-on, experiential activities on Thursdays.

Course Fee: There is an additional "lab" fee of \$75 per student to participate at the ACU Rhoden Farm.

Audience

This course is designed and will include both undergraduate and graduate students in the same class, with majors in mental health or other helping and therapeutic focused professions, students in agricultural or animal sciences, as well as other majors who desire to learn about integrating horses with therapy and the impact on individuals, families, teams, corporations and systems.

Course Goal & Competencies:

Students who complete this course will be able to:

	Competency	COAMFTE Developmental Competency Component	Measure
1	Identify and define basic terms and concepts which are needed for advanced practice and certification in Equine-Assisted Psychotherapy	Knowledge of MFT Profession	Reading Reflections, Class Participation, Final Paper
2	Outline the theories behind Equine-Assisted Psychotherapy	Knowledge of MFT Profession	Reading Reflections, Final Paper
3	Apply the principles of Equine-Assisted Psychotherapy to practical problems	Practice of Systemic Therapy	Farm Activity Participation, Treatment Team Presentation, Case Summary & Treatment Planning
4	Analyze current research findings that support Equine-Assisted Psychotherapy	Knowledge of MFT Profession	Reading Reflections, Final Paper

5	Compare and contrast various approaches to Equine-Assisted Psychotherapy and their levels of effectiveness	Knowledge of MFT Profession	Reading Reflections, Final Paper
6	Design individualized treatment plans utilizing Equine-Assisted Psychotherapy activities and philosophies based on client needs and goals for therapy	Practice Systemic Therapy	Treatment Team Presentation, Case Summary & Treatment Planning, Final Paper
7	Identify and interpret horse behavior as it is beneficial to Equine-Assisted Psychotherapy	Practice of Systemic Therapy	Farm Activity and Reflections
8	Acquire basic processing principles for valuable reflection of experiential interactions	Practice Systemic Therapy	Farm Activity & Reflections, Reading Reflections, Treatment Team Presentation, Final Paper

Grade Components & Explanations (see Evaluation Measures below for details):

1. Tuesday Reading Reflections (15%)
2. Thursday Activity Reflections (15%)
3. Attendance & Participation (20%)
4. Treatment Team Presentations (15%)
5. Case Summary & Treatment Planning (10%)
6. Final Paper (25%)

Grade Scale: A= (90-100%) B= (80-89%) C= (70-79%) D= (60-69%) F= (below 60%)

Required Textbooks

Mandrell, P. (2014). *Introduction to equine-assisted psychotherapy: A comprehensive overview*. (2nd ed.). USA.

Note: Mandrell textbook can be found on used sites or directly from author:

<https://refugeservices.org/resources-2/resources.html>

Additional Reading

Hallberg, L. (2018). *The clinical practice of equine-assisted therapy*. New York, NY: Routledge.

Hallberg, L. (2018). *The equine-assisted therapy workbook*. New York, NY: Routledge.

Simpson, S., Miller, D., & Bocher, B. (2006). *The processing pinnacle*. Oklahoma City, OK: Wood N Barnes.

Note: Additional articles/chapters will be handed out during the semester for assignments.

EVALUATION MEASURES

1. **TUESDAY READING REFLECTIONS (15%)** Grade Scale: 0-100
 Reading Assignments will be due by Tuesday at 1:00pm (prior to class).
 Our textbook, "*Introduction to Equine-Assisted Psychotherapy*", contains "Topics for Discussion" at the end of each chapter that will be submitted for weekly assignment.
 You must answer all questions to get full credit for reflection.

Reading prior to class greatly assists your Participation grade.

2. THURSDAY ACTIVITY REFLECTIONS (15%) Grade Scale: 0-100

Activity Reflections will be due the Monday after farm day by 11:59 pm.

The focus of these reflections is to use the descriptions of class time to apply what you are observing in the arena.

3. ATTENDANCE & PARTICIPATION (20%)

Show up & be active for class and farm activities.

4. TREATMENT TEAM PRESENTATION (15%) Grade Scale: 0-100

Towards the end of the semester, activities at the farm will consist of treatment team role play, facilitating a mock-session, and applying objectives from the semester.

You will be assigned a group to serve as a Treatment Team member, as well as role play a client group. Your grade will reflect your ability and knowledge of facilitating a session, as well as role-playing as a client, including poise, creativity, flexibility/adaptability, staying in role, quick mental reflex, take client's lead, team work, showing regard for safety, keeps activity focused on horse and here-and-now, and open questioning.

5. CASE STUDY & TREATMENT PLANNING (10%): Due Friday, April 26, 2023 at 5:00pm

Over the course of the semester, you will develop a treatment plan for a client(s). Cases can be based on either a real couple/family in the clinic (preferred), a real couple/family you know, or a fictional couple/family from a movie or show. Remember to protect confidentiality in your submission.

Canvas will have this assignment available for review, updates, and edits the entire semester. Planning will include client's treatment goals, the type of equine-assisted and/or other service that will be used to address those goals, explain clinical rationale for using this specific type of equine-assisted therapy, discuss context in which equine-assisted therapy will take place (group, individual, family, etc), how long each session will last and the duration of sessions, discuss types of activities you may use to address goals with explanations of reasoning behind the activity. Discuss which horses will be used, who will be assisting on the treatment team, where the session will take place (arena, barn, field, stall, etc). Discuss how you might personally prepare for the session(s) and how to help your horses and human staff prepare. Discuss how you will process and conduct pre/post evaluations to determine the effectiveness of the therapy, including questions you may include in the evaluation.

Grading Scale: 0-100

6. FINAL PAPER (25%): DUE MAY 7, 2024 at 5:00pm

The purpose of this paper (6-8 pages) is to display your *comprehension and understanding* of an Equine-Assisted Therapy model. Grading Scale: 0-100

From your position as an operating partner in an EAP program, you are writing to seek funding to expand your EAP services as many of your prospective clients may not be able to afford EAP therapy costs. This paper is intended to explain the nature of your equine-assisted therapy business or to publish to the community the impact of your work. This paper may be formatted as an article, grant or contract proposal document.

The structure of the paper should include an explanation of the Basic Tenets of the EAGALA model, applying least two benefits found in the textbook, examples of utilizing the model

compared to other models (which may include traditional therapy and other animal-assisted modalities), why horses are used, your suggested target audience and possible session testimonies, and challenges or obstacles that may arise during sessions and in the business throughout the year. This paper should attempt to present this unique model and convince your audience as to why they might choose to support EAP over traditional therapy and/or other animal-assisted therapies, even if EAP is typically more expensive per session.

Your paper should have at least 6 references, which may include the textbook. APA format, include bibliography of sources used – typed and double-spaced. Contact me for additional information needed to complete this assignment.

CLASSROOM MANAGEMENT AND OTHER POLICIES

Attendance Policies/Excused and Unexcused Absences/Make-up Quizzes and Exams

COMMUNICATE WITH YOUR PROFESSOR.

If you are late or if you leave class early you should contact me as soon as you are able. A lack of communication will impact your “participation” grade.

A) An excused absence will only be granted on the following conditions, and must be verified: verifiable extreme illness, death of a near relative, or participation in University sponsored and approved activity.

I will make the final decision if the absence is deemed excused.

To be considered for an approved/excused absence, the following must be completed:

- 1) For an extreme illness, a doctor note documenting the illness or medical event must be submitted to the professor within 7 calendar days of missing class.
- 2) For the death of a near relative, a parent note with contact information must be submitted to the professor within 7 calendar days of missing class.
- 3) An absence may be excused due to the student's participation as a representative of the University in an official school function or during attendance on a field trip when: approved by the Provost and verified by a printed list of participants that has been prepared by the Dean and presented to the professor in advance.

B) It is the student's responsibility to be in contact with the professor about any of the issues above.

Also, students are responsible for making up any missed work and must sign in if late to class.

C) Only excused absences (as indicated above) will qualify a student to make-up assignments. Make-up assignments must be completed within seven calendar days of the original date.

Being absent does not excuse a student from assignment due dates.

D) Attendance/participation points are forfeited whether or not an absence is excused.

E) You are responsible for discovering all assignments, materials, or work missed due to an absence or tardy. Ignorance of an assignment will not excuse late work.

F) If you are absent, please get the notes you missed from a classmate.

Being absent from scheduled class without approved/excused absence more than 20% of the course will result in failure of this course.

This is an interactive class that benefits from your participation in group discussions and sharing of different perspectives. In addition to regular class attendance, you are expected to be attentive and

openly participate in class discussions. To enhance your learning experience and performance it is highly recommended that you take notes! Diversions, such as text messaging, playing on the computer, personal notes, visiting, working on day planners, or studying for other exams is not considered appropriate.

You will forfeit participation points due to a lack of class participation as indicated by repeated actions such as:

- a. working on assignments or studying for another class (i.e., multi-tasking),
- b. excessive talking/visiting with other students in class,
- c. otherwise being distracting to myself or your classmates.
- d. failure to participate in class discussions
- e. failure to bring requested supplies to class
- f. texting or any unauthorized use of a mobile device

Technology

Please be responsible and know your technology usage is being seen by those around you and you are also being held accountable by your peers.

The classroom is not the time for playing, texting, or distracting from the learning environment. Absolutely no texting or other forms of electronic correspondence are allowed during class as this behavior is distracting to me and your fellow classmates.

If a student is found to be using an electronic device for anything other than note taking, or an in-class activity given by the professor, he/she may be asked to leave class that day, and will be assigned an absence, as well as impact "Participation" grade for the day.

Inappropriate use of technology during class will negatively impact your class participation grade.

Canvas and Email Communication

All students are expected to have access to computers and ACU email. You are expected to check ACU email daily and to regularly view the Canvas site for this class as messages and updates may be posted on Canvas. In addition, if an emergency arises and we are unable to meet at our regularly scheduled class date and time, students must check Canvas and email for updates, announcements and alternate assignments. Every attempt will be made to respond to emails within 24-48 hours, usually sooner.

Instructor Availability

If you wish to discuss any issue related to the class, particularly pertaining to your performance in this class, please do not hesitate to make an appointment with me. Please do not wait until it is too late to help make this course a successful and rewarding learning experience for you. More specifically, do not wait until the end of the semester to discuss extreme or unusual circumstances affecting your grades, it is too late at that point. Your suggestions and ideas are always welcome.

Testing Services

If you are enrolled in programs offered by Alpha Academic Services, then you must have a counselor inform me of your testing needs. All tests must be taken the same day and time on which it is regularly scheduled.

Retention Policy

You should retain an electronic or hard copy of all work submitted for grading including the graded copy of all assignments returned to you. This policy is designed to resolve any potential questions regarding whether assignments have been submitted or graded. It is very unusual for me or departmental personnel to misplace items submitted by students for grading, however, occasionally it happens. Therefore, you should always be able to produce a copy of any assignments you have submitted for grading.

Incompletes

Under extreme and very unusual circumstances, you may receive a grade of "I" (Incomplete) for this course. You are responsible for requesting an "I" in writing no later than the last day of classes prior to the week of final exams. Your correspondence should clearly describe the extreme and unusual circumstances that precluded your completion of the required coursework. Your correspondence should also identify any assignments you have not submitted and your plan (i.e., expected date) for completion of each assignment. The approval of your request and the submission of a grade of an "I" is solely at my discretion. You are responsible for completing an "I" by the end of the next long term (i.e., semester); otherwise, it becomes an "F" on your academic record. It should be noted that a grade of "I" is calculated in your GPA as an "F" until it is removed.

Self-Disclosure

Although you may be asked to disclose thoughts and feelings that are personal in nature in class, please remember that you are in charge of what you choose to disclose in front of classmates. You should not feel compelled to reveal any information that you choose not to share. You may have an emotional reaction to some of our class discussions; please consult with me along the way if you need further clarification or to process your experiences.

Confidentiality

In order to provide a safe environment for all students and guests in the class and to protect confidentiality, students will refrain from discussing shared information outside of class. By attending this class, you agree to respect one another's vulnerabilities and to avoid discussing specific classmates' disclosures outside of class, especially with people not in the class unless you are talking directly with that person.

Title IX Policy

At ACU, we strive to comply with all applicable legal requirements prohibiting, preventing, and responding to sexual misconduct against any member of the ACU community. The full Title IX policy and process can be found at <https://acu.edu/human-resources/title-ix-and-sexual-misconduct-information/>.

Respect for Individual Differences

The Department of Marriage and Family Studies endorses a learning environment which respects individual differences and encourages the open-minded exploration of ideas among individuals. We do not expect all graduates of our program to think the same way, but we do expect that while you are students you will be respectful of differences and strive to understand other peoples' perspectives, behaviors, and world views.

GRADE RELATED POLICIES AND PROCEDURES

Work submission

Assignments will be submitted through Canvas. All submissions must be typed in 12 point Times New Roman font with 1-inch margins and double-spaced. Grading of written work will be influenced by following all instructions, as well as neatness, organization, and command of the English language. Please do not email me your assignment unless explicitly requested. Partial responses or incomplete assignments or drafts pending revisions, etc., will only receive partial credit or no credit depending on expectations for the assignment.

Any indication or evidence that a student has submitted work for this class that was submitted for a previous course will result in significant grade deductions and/or dropped from the course. Likewise, any assignment submission made in this course that is not the work of the student who submitted it (e.g. plagiarism or submitting another student's work as your own) will result in being dropped from the course. These scenarios are considered unethical behavior.

Policy Pertaining to Late Work

It is your responsibility to remit course assignments by the required due date as stated in the course syllabus or otherwise designated. You should plan and coordinate your schedule to allow sufficient time to complete assignments by the scheduled due date allowing for unexpected events and other demands (e.g., assignments due in other classes, employment schedules). Technology problems, unless acknowledged by campus officials, is not an excuse for turning in an assignment late. It is my responsibility to help you foster effective time management skills and to hold you accountable for establishing and maintaining priorities. These skills reflect expectations and demands of most employers and are essential to performing effectively in the workplace and other settings. For example, there are serious consequences for being late for a job interview or failing to deliver a client's work on time.

Late work (other than work associated with excused absences or extreme and unusual circumstances) will never receive an A, but that should not hinder you from completing the assignment and submitting for partial credit.

APA 7th edition

APA is the adopted writing style of the Department of Marriage and Family Studies. All formal assignments are expected to be formatted in accordance with the APA (7th edition) and you may lose points for noncompliance with APA requirements. See <http://www.apastyle.org> for additional help.

Professionalism

Your role as a student and performance on academic assignments is preparatory for the responsibilities you will eventually assume in your role as an employee in your chosen profession. Your academic experience is an opportunity to cultivate habits that will serve you well in the workplace. Your class work should exhibit an attention to detail and level of professionalism that an employer will expect of you one day. This is evident in part by the reflection assignments for this course, submitting documentation concerning activities and experiences that reflect in a career as an ethical and professional mental health employee.

COURSE, DEPARTMENT AND ACU POLICIES

Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying that represent actions contrary to the values of a Christian. The most powerful motive for honesty and truthfulness comes from our personal sense of integrity and desire to reflect God's will in our lives. The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>); violations will be addressed as described in the Policy. Consequences for violations of academic integrity may include but are not limited to (1) a lowered grade on the exam/assignment, (2) an "F" on the exam/assignment, (3) an F in the course, and (4) possible expulsion from the University. Plagiarism and cheating will not be tolerated under any circumstances. The American College Dictionary defines plagiarism as "copying or imitating the language, ideas, and thoughts of another and passing off the same as one's original work." Cheating refers to the unauthorized use of books, notes, or otherwise securing help on a test; copying tests, assignments, and papers; representing the work of another person as one's own; collaborating without authorization with another student during an examination or in preparing academic work; signing another student's name on an attendance sheet; or otherwise practicing scholastic dishonesty. Cheating also involves knowingly allowing your work to be copied in whole or in part by another student. If you are ever in doubt about the legitimate use of sources for assignments, ask the instructor.

Plagiarism: This includes, but not limited to, the use of quotations without citation and extensive paraphrasing of others' ideas without citation. This also includes copying word for word from an author, citing the author, but not placing quotations around the quoted material.

Artificial Intelligence

Your assignments should be crafted from your brain, your thoughts, your experiences and interpretations, using your hands to formulate your words as it relates to the material we are learning and experiencing. Utilizing an AI/ChatGPT platform to complete a paper, assignment, reflection, or document is not allowed in this course.

If AI platforms are used, you will receive a 0 for the assignment, participation, and attendance.

Statement on Cooperation with Americans with Disabilities Act (ADA)

Abilene Christian University and The College of Arts and Sciences comply with the ADA in making reasonable accommodation for qualified students with disability. If you have an established disability as defined in the Americans with Disabilities Act and would like to request accommodation, please see me as soon as possible.

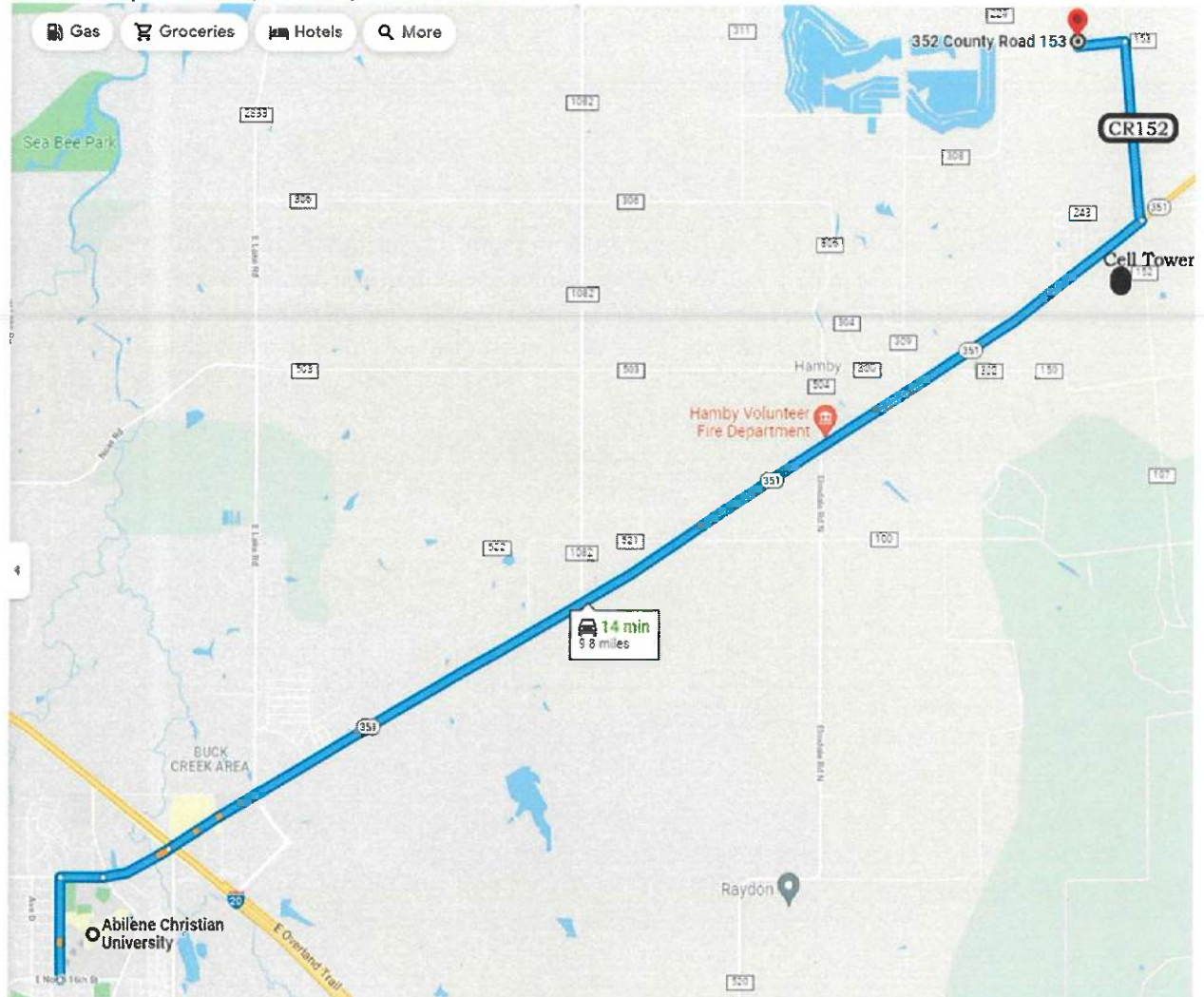
Accommodations will be made for known students connected with Alpha. Please make sure it is made known early in the semester. These accommodations are confidential, private, and will not intentionally be used to impact your learning in my class.

FARM DIRECTIONS AND POLICIES:

DRESS CODE: Per the Rhoden Farm and Department of Agriculture and Environmental Sciences, dress comfortably and appropriately for outdoor activities. It is suggested you wear closed-toed shoes and long pants. Sunscreen and a hat may also be needed (not provided).

Please be considerate as you drive down the dirt road to the farm.

352 County Road 153, Abilene, Texas 79601



COURSE OUTLINE & ASSIGNMENTS: SPRING 2024 (Always Check Canvas)

EAP: Mandrell Textbook

WB: Hallberg (Canvas readings)

Wk	TUESDAY (Class)	Topic	Reading	Notes	THURSDAY (Farm)
1	16-Jan	1st Day of Class, Welcome & Introductions	NONE		18-Jan
2	23-Jan	The Experiential Model	EAP Ch.1		25-Jan
3	30-Jan	Key Theoretical Orientations / SPUD'S	EAP Ch.2		1-Feb
4	6-Feb	Why Horses	EAP Ch.3	Riley @ Farm	8-Feb
5	13-Feb	Benefits to Equine-Assisted Psychotherapy	EAP Ch.4 WB: p27-29		15-Feb
6	20-Feb	Role of Mental Health & Equine Specialist - R / Professional Panel	EAP Ch.5,6	Guest in class	22-Feb
7	27-Feb	The Horse	EAP Ch.7		29-Feb
8	5-Mar	Who can benefit?	EAP Ch.8		7-Mar
9	12-Mar	SPRING BREAK	SPRING	BREAK	14-Mar
10	19-Mar	Working w/ Specific Ages & Groups	EAP Ch.9,10		21-Mar
11	26-Mar	Physical/Emotional Safety	EAP Ch.11 WB: p71-72		28-Mar
12	2-Apr	Setup / Crisis Response	EAP Ch.12,13		4-Apr
13	9-Apr	Dynamics to Process	EAP Ch.14		11-Apr
		Processing Part 1	*Processing Ch. 2,3		
14	16-Apr	Treatment Planning, Session Structure	EAP Ch.15,16		18-Apr
15	23-Apr	Assessments/Evaluations	EAP Ch.17		25-Apr
		Processing Part 2 / Processing "Quiz"	*Processing Ch.4		
		CASE STUDY & TREATMENT PLAN DUE APRIL 26 5:00 PM			
16	30-Apr	Treatment Team Planning		Presentations	2-May
17	7-May	FINALS WEEK: PAPER DUE MAY 7 5:00 PM	NONE	No FARM	No FARM

**ABILENE CHRISTIAN UNIVERSITY
EQUINE ASSISTED COUNSELING & LEARNING PROGRAM**

ASSUMPTION OF RISK, RELEASE AND INDEMNIFICATION AGREEMENT

I am fully aware of dangers and risks involved in Equine Assisted Therapy or Equine Assisted Learning by and through the ACU Counseling Center at ACU's Rhoden Farms (herein referred to as "the Activity") which include, but are not limited to the following dangers and risks: the propensity of a equine to behave in ways that may result in injury, or harm, or the death of persons around the equine including but not limited to kicking, biting, bucking, rearing, falling, or stepping on and the potential of those caring for the animals not being able to maintain control over the equines, and I choose to voluntarily participate in the Activity with full knowledge that the Activity may expose me to such dangers and risks. I THEREFORE AGREE TO VOLUNTARILY ASSUME FULL RESPONSIBILITY FOR ALL SUCH DANGERS AND RISKS to which I may be exposed as a result of participating in the Activity.

As consideration for being allowed to participate in the Activity, I HEREBY RELEASE, WAIVE, HOLD HARMLESS, AND INDEMNIFY ACU (and its Board of Trustees, officers, employees, agents, volunteers and student interns) from any and all liability, claims, demand, suits, costs, and charges, in connection with or arising out of the Activity, including, but not limited to, any serious bodily injury, medical care received following an injury, death or property damage sustained by myself or others. I further understand and agree that this agreement is to be binding on my family, heirs, assigns, and personal representatives.

I certify that I am physically and mentally able to participate in the Activity. I understand that if I am at all uncertain about my ability to participate in this Activity, it is my obligation to consult my personal physician. In the case of a medical emergency occurring during my participation in the Activity, ACU (and its employees or agents) may (but is not obligated to) take any actions to secure whatever treatment it considers to be warranted under the circumstances regarding my health and safety. Such actions do not create a special relationship between ACU and me. I agree to be solely responsible for any costs related to that treatment.

This agreement is governed by Texas law, and I understand that this agreement is intended to be as broad and inclusive as is permitted by Texas law.

WARNING: Under Texas law (Chapter 87, Civil Practice and Remedies Code), an equine activity sponsor or equine professional is not liable for the injury to, or the death of, a participant in equines activities resulting from the inherent risk in equine activities.

I certify that I am at least 18 years old or if I am not yet 18, that my parent or guardian has read this agreement and signed below. I have read this agreement, I understand it, and I agree to be bound by all of its terms.

[CLICK FOR DIGITAL SIGNATURE](#)

Signature:

Date:

Name (Print):

ACU Banner ID:

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.

ACU Rhoden Farm use, including horses, arena, tack as needed, props that may include existing poles, cones, barrels, lines, ropes, jumps, etc.

An equine professional, which has been agreed upon to be Riley Morrow, to assist in the therapeutic model being taught, as well as to facilitate interactions with horses, that may include catching and wrangling the herd.

Students will be charged an activity fee to assist (see attached #8. Expenses)

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.

Course "Lab" Fee \$75 per student for compensation of AES partnership and facility use.

This includes but is not limited to:

- a. ACU farm manager's time, ability, and knowledge as he will co-facilitate each lab activity
 - b. Designated weekly horse use and care that includes feeding, water, proper care and living
 - c. Utilizing designated arena space for weekly class activities
 - d. Ability to use any props or materials stored or located at the farm
-

Dr. Lisa V. Merchant
Associate Professor
Department of Marriage and Family Studies
Department Chair, Marriage and Family Studies
Onstead-Packer Biblical Studies Building (BSB) 268
(325) 674-3762

Re: BMFT 628: INTRODUCTION TO EQUINE-ASSISTED PSYCHOTHERAPY

Dear Dr. Merchant

Thank you for the submission of FAM 628: Introduction to Equine-Assisted Psychotherapy. I reviewed the syllabus based on the ACU syllabus guidelines listed on the ACU website. The syllabus meets the guidelines outlined for the university.

This letter is not meant to be a final approval in the course application process. Instead, it is intended as a reference that will be read by your department chair and members of the council, who may also have questions or comments of their own.

We would like to thank you for allowing the Adams Center team to review your course application. If there is anything else we can do to help you, please feel free to let me know.

On behalf of the Adams Center for Teaching & Learning,

A handwritten signature in black ink, appearing to read "Scott E. Hamm", with a long, sweeping horizontal line extending to the right.

Dr. Scott E. Hamm,
Assistant Director

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: September 22, 2023
TO: Dr. Lisa Merchant
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BMFT 628 – Introduction to Equine Assisted
Psychotherapy

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.