

Approval Chart for Curriculum Changes

A = Approve I = Information Item¹ R = Advise & Respond²

Course Number BMFT 668 or Degree Plan(s) _____

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

I developed BMFT 668 Contemporary Issues to meet COAMFTE standards and student/alumni requests, and to fill holes in the curriculum. First, COAMFTE has ten Foundational Curriculum Areas (FCA), two of which are Contemporary Issues and Community Intersection and Collaboration (descriptions are below). Because these are new FCAs, COAMFTE encourages programs to innovate in this area and so we are. Although we address FCA 8 and 9 in other courses and internships, we wanted an entire course to address and explore current and trending topics to ensure our students are ready for contemporary practice. Additionally, both alumni and students reported wanting the program to provide more content related to trauma, individual psychological theories, and various other trending topics. The course allows us to fulfill that request and fill what we also see as holes in the curriculum.

Circle the number that corresponds to the requested change. Degree plan changes are on the second page.

		COUNCIL ³								
	Change to a Course	Dept./School	College Academic	Deans	TEC	UGEC	UUAC	GRAD	Provost	President
1.	Title (description unchanged)	A	A	A	I				I	I
2.	Description (not affecting content)	A	A	A	I				I	I
3.	Content (substantive change)	A	A	A	I				A	A
4.	Number of hours (lecture, lab, contact)	A	A	A	A				A	A
5.	Course number within the hundred	A	A	I	I				I	I
6.	Course number beyond the hundred	A	A	A	A				A	A
7.	Prerequisites	A	A	A	I				I	I
8.	Course fee(s)	A	--	A	--				A	I
9.	From U to G <i>or</i> G to U	A	A	A	A				A	A
10.	Cross list with another department: U or G level	A	A	A	A				A	A
11.	Department of record	A	A	A	A				A	A
12.	Open or close a course	A	A	A	A				A	A
13.	New course — See website for application and process. This change includes combining or splitting a course(s).	A	A	A	A				A	A

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

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		COUNCIL ³								Board of Trustees		
	Change to a Degree Plan	Dept./School	College Academic	Deans	TEC	UGEC	UAC	GRAD	Provost		Faculty	President
1.	University Requirements — Change in approved course content ⁶	A	A	A	A				A	--	A	--
2.	University Requirements — Add or drop a required course from the University Requirements chart ⁶	A	A	A	A				A	A	A	--
3.	University Requirements — Add or drop a course from a menu within the University Requirements ⁶	A	A	A	A				A	--	A	--
4.	University Requirements — Change hours within a menu on the University Requirements chart ⁶	A	A	A	A				A	A	A	--
5.	Major — Revision of major ^{4,5}	A	A	A	A				A	--	A	--
6.	Major — Adopt or change admission requirements	A	A	A	A				A	--	A	--
7.	Major — Add ^{4,5}	A	A	A	A				A	A	A	I
8.	Major – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
9.	Major – Discontinue (proposed by the Provost)	See below.										
10.	GPA — Revise major or cumulative requirement	A	A	A	A				A	A	A	--
11.	Minor — Revise course selection	A	A	A	I				I	--	I	--
12.	Minor — Add	A	A	A	A				A	--	A	--
13.	Minor – Discontinue (proposed by the department or college)	A	A	A	A				A	--	A	--
14.	Minor – Discontinue (proposed by the Provost)	See below.										
15.	Degree — Add	A	A	A	A				A	A	A	I
16.	Degree – Discontinue (proposed by the department or college)	A	A	A	A				A	A	A	I
17.	Degree – Discontinue (proposed by the Provost)	See below.										
18.	Any change to a graduate degree program	A	A	A	A				A	--	A	--

		COUNCIL ³								Board of Trustees
Provost-Proposed Change		Provost	Department	Dean	TEC	UAC	Graduate	Faculty	President	
1.	Major/Graduate Program — Discontinue (proposed by the Provost)	A	R	R	A			A	A	I
2.	Minor — Discontinue (proposed by the Provost)	A	R	R	A			--	A	--
3.	Degree — Discontinue (proposed by the Provost)	A	R	R	A			A	A	I

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COUNCIL ³									
	Change to the Catalog Information	Dept./School	College Academic	Deans	UGEC	UUAC	GRAD	Provost	President
1.	General requirements for graduation including course requirements that are common to all majors for all degrees ⁷	--	--	--		A		A	A
2.	Admission requirements	--	--	--		A		A	A
3.	Policies governing academic probation and suspension	--	--	--		A		A	A
4.	Requirements for graduating with honors	--	--	--		A		A	A
5.	Other academic policy changes	--	--	--		A		A	A

¹ Councils may request additional information about "Information" items. These items are approved as "Consent Agenda."

² The Dean and Department should respond to the Provost's recommendation to close a program in writing. Advise & Respond (R) requires that the voting body should receive the written responses at least one week prior to the vote.

³ All courses that meet University Requirements for general education must go through UGEC. Courses or degrees offered only to students seeking teacher certification must go through the Teacher Education Council. All undergraduate changes must go before the UUAC. All graduate degree plan changes must go through the Graduate Council.

⁴ A minimum of 30 hours is required for a major. A maximum is specified for each degree (e.g., BA, BS). The university minimum for elective hours is 6, unless the requirements of external accrediting bodies make it impossible.

⁵ Program or course changes that apply to any major that includes Teacher Certification will be reviewed by the college, the Teacher Education Council (TEC), and then the UUAC.

⁶ Courses that satisfy ACU's University Requirements (General Education) 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.

⁷ The UUAC approved the clarification that "general requirements for graduation" means the enumerated items in the "General Requirements for Bachelor's Degrees" section of the catalog.

Revised 10-16-13

Curriculum/Catalog Changes Signature Page

Department/School Chair(s)	
<u>Lesu Merchant</u>	<u>2/15/2023</u>
Signature	Approval date
_____ Signature	_____ Approval date

College Academic Council(s)	
<u>Christopher R. Hulse</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

General Education Council	
_____ Chair's signature	_____ Approval date

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

Instructions:

- Consult with the Registrar's Office to confirm a course number and ask any questions about effects on related degree plans.
- Complete the New Course Application.
- Create the course syllabus. Refer to the Syllabus Checklist and consult with the Adams Center Instructional Design team with any questions.
- Submit the application and syllabus to the Adams Center Instructional Design team by email to director Berlin Fang for review and recommendations.
- Submit the application and syllabus for library review to Associate Dean Mark McCallon.
- Compile the full application and attachments. This includes at a minimum the approval chart, new course application, syllabus, and letters reviewing the syllabus and library support.
- Conduct departmental vote to approve addition of the course.
- Submit to College Academic Council.
- Your college will route the application from this point. The department chair will be notified of necessary meetings with university councils.

The course developer completes this application with all relevant supporting documentation before the new course is reviewed by the department or any academic council.

Syllabus Checklist v10.7

NOTE: It is not necessary to submit this checklist with the New Course Application. The checklist is used by the Adams Center in syllabus review. All items below are required unless otherwise marked.

About the Course

- Course number and title
- Credit hours
- Semester and year
- Meeting time and place (if face-to-face)
- Prerequisite/corequisite

About the Instructor(s)

- Name and title or rank
- Office location
- Phone number(s)
- Email address
- Office hours / contact expectations

Mission Statements

- ACU mission statement
- College mission statement
- Departmental 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
- Format of course/types of activities student should expect in the course

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.

Student Learning Outcomes/Measurements

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

Assessment/Grading Criteria

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

University Policies

- Special needs policy — ADA
- Academic integrity policy and link
- Title IX policy

Course Policies

Expectations and consequences regarding:

- Attendance (if face-to-face)
- Tardiness (if face-to-face)
- Participation
- Course-specific academic integrity information
- Late assignment/exam policy

Course Calendar

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

- Exam dates
- Assignments
- Due dates and other deadlines
- Schedule of readings and topics
- Statement to reserve right to modify the calendar as necessary

Schedule Type definitions for Section I-13.

Traditional Lecture	Traditionally formatted course that may include a variety of teaching methods.
Traditional Lab	Usually affiliated with lecture course. Provides application of knowledge and learning experiences related to lecture content.
Traditional Lecture/Lab	Traditionally formatted course that may include a variety of teaching methods, and for which a lab experience is included and graded with the lecture portion of the course. One grade for both.
Experiential Learning	Application of knowledge or a learning experience not typically connected to a lecture course, examples include PEAC, theatre workshop, field experience, practicum, internship and active research courses.
Seminar	Course in which a topic is discussed by a teacher and a small group of students. Examples include colloquia and workshops.
Studio	Application of knowledge or a learning experience that combines lecture, active learning and discussion among the teacher and students in a studio environment. Examples include art, design and music.
Thesis	Required course for students working on graduate thesis.
Dissertation	Required course for students working on doctoral dissertation.

Guidance for writing student learning outcomes in Section III-B.

	Student Learning Outcome	Measurement
	<i>Instructions:</i> Outcomes should be observable and measurable, and stated in terms of student performance. It can be helpful to complete the sentence “Students will be able to...” If the outcomes are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the rarer instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect.
1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional.	Field Instructor Evaluation
3	Integrate terminology from literary history into writing.	Research Paper

Application for a New Course v10.7

Discard instructional pages A-C before submitting application

Course ID (<i>Subject and Number</i>)	BMFT 668
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Lisa Merchant
2	Course Instructor	Lisa Merchant
3	Course Title	Contemporary Issues in MFT
4	Course Abbreviation for Banner if title is more than 30 characters	
5	College	CBS
6	Department or School	MFS
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	
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

07/23/2019

15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	20
17	Catalog Description (50 words or less)	This course explores contemporary topics and trends in marriage and family therapy, psychology, and mental health. Content varies annually but centers around trauma treatment, contemporary individual therapies, specialized MFT therapies, and marginalized communities. Includes guest experts and field trips with lecture, discussion, and practice being the primary modes of learning.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
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)	None
20	If the course is cross-listed, specify the Course ID(s)	
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: BMFT 640, Spring 2020, 6 BMFT 640, Spring 2021, 7 BMFT 640, Spring 2022, 9 BMFT 640, Spring 2023, 10
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.

Currently we have two electives in the degree plan. This will replace the elective students take in their second year.

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

I developed this class to meet COAMFTE standards and student/alumni requests, and to fill holes in the curriculum. First, COAMFTE has ten Foundational Curriculum Areas (FCA), two of which are Contemporary Issues and Community Intersection and Collaboration (descriptions are below). Because these are new FCAs, COAMFTE encourages programs to innovate in this area and so we are. Although we address FCA 8 and 9 in other courses and internships, we wanted an entire course to address and explore current and trending topics to ensure our students are ready for contemporary practice. Additionally, both alumni and students reported wanting the program to provide more content related to trauma, individual psychological theories, and various other trending topics. The course allows us to fulfill that request and fill what we also see as holes in the curriculum.

FCA 8: Contemporary Issues

07/23/2019

This area facilitates the development of competencies in emerging and evolving contemporary challenges, problems, and/or recent developments at the interface of Marriage and Family Therapy knowledge and practice, and the broader local, regional, and global context. This includes such issues as immigration, technology, same-sex marriage, violence in schools, etc. These issues are to reflect the context of the program and the program's mission, goals, and student learning outcomes. Programs are encouraged to innovate in this FCA.

FCA 9: Community Intersections & Collaboration

This area facilitates the development of competencies in practice within defined contexts (e.g., healthcare settings, schools, military settings, private practice) and/or nontraditional MFT professional practice using therapeutic competencies congruent with the program's mission, goals, and student learning outcomes (e.g., community advocacy, psycho-educational groups). It also addresses developing competency in multidisciplinary collaboration.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills.
2. State the overarching course goal(s) in performance terms.

The intended audience is 2nd year students enrolled in the marriage and family therapy program who are able to demonstrate basic counseling skills, formulate client treatment plans, and evaluate counseling theories. However the course is open to other graduate level students.

The overarching goals are for students to be able to 1) develop a theory of trauma that informs their treatment of clients, 2) integrate individual and systemic therapy models, and 3) provide sensitive treatment to marginalized clients and communities.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Analyze and evaluate scholarly and non-scholarly readings and research	Reading Responses
2	Develop a theory of trauma based on scholarly literature	Theory or Trauma Paper
3	Identify trauma symptoms and create a plan for treatment	Trauma Application Paper
4	Integrate individual treatment models with systemic approaches	Theory of Trauma/Grief Paper Application Papers
5	Identify the impact of immigration on individuals and families	Immigration Narrative

6	Identify and adjust treatment based on client characteristics	Underserved Communities Paper
	Write and present professionally	Papers and presentations

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**.

Goudeau, J. (2020). *After the last border: Two families and the story of refuge in America*. Viking.

van de Kolk, B. (2014). *The Body Keeps the Score*. Penguin.

Vora, E. (2022). *The anatomy of anxiety: Understanding and overcoming the body's fear response*. Harper Collins.

Worden, J.W. (2018). *Grief counseling and grief therapy (5th Ed)*. Springer.

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.
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.
9	Justification — Attach any documents to which you refer in Section II-B.

Abilene Christian University
College of Biblical Studies, Room 128
Wednesdays 1:00 to 3:50 PM

Spring 2023
BMFT 640
3 credit hours

Contemporary Issues in MFT

Lisa V. Merchant, Ph.D., LMFT
CBS 270, Box 29444
Cell: 325-665-7480
Email: lisa.merchant@acu.edu

Office Hours:
Monday 4:00 – 9:00 PM
Tuesdays 2:00 – 5:00 PM
Or by appointment

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:

- 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.

Course Description

This course explores contemporary topics and trends in marriage and family therapy, psychology, and the broader mental health field. Content varies annually but focuses on four topics: trauma treatment, contemporary individual therapies, specialized MFT therapies, and marginalized communities. Experts on these topics present throughout the semester with lecture, discussion, and practice being the primary modes of learning.

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 nine Foundational Curriculum Areas (FCAs) to be included in graduate MFT study. **The content of this course addresses FCA 8: Contemporary Issues and FCA 9: Community Intersections & Collaborations.** The SLOs that are addressed by this course, along with the corresponding outcome measures are listed in the table below.

Competency	COAMFTE Developmental Competency Component	Measure
Analyze and evaluate scholarly and non-scholarly readings and research	Knowledge of MFT profession	Reading responses
Develop a theory of trauma based on scholarly literature	Knowledge of MFT profession	Theory of Trauma
Identify trauma symptoms and create a plan for treatment	Practice of systemic therapy	Trauma Application
Integrate individual treatment models with systemic approaches	Practice of systemic therapy	Theory of Trauma Theory of Grief Application Papers
Identify the impact of immigration on individuals and families	Awareness, knowledge and skill to responsibly serve diverse communities	Immigration Narrative Discussion
Identify and adjust treatment based on client characteristics	Practice of systemic therapy	Underserved Communities Paper
Write and present professionally		All papers and optional presentations

Required Texts/Readings

Goudeau, J. (2020). *After the last border: Two families and the story of refuge in America*. Viking.

van de Kolk, B. (2014). *The Body Keeps the Score*. Penguin.

Vora, E. (2022). *The anatomy of anxiety: Understanding and overcoming the body's fear response*. Harper Collins.

Worden, J.W. (2018). *Grief counseling and grief therapy (5th Ed)*. Springer.

Various readings in Canvas

Plus, choose one of the following:

Alexander, J. & Treasure, J. (Ed.) (2012). *A collaborative approach to eating disorders*. Routledge. **Note that "collaborative" here is not a reference to Anderson's collaborative language therapy. This book is a broad overview of treatment for eating disorders. There is a copy in the Resource Room**

Schaefer, J. (2014). *Life without ED: How one woman declared independence from her eating disorder and how you can too*. McGraw Hill.

Seigel, M., Brisman, J., & Weinshel, M. (2021). *Surviving an eating disorder: Strategies for family and friends (4th Revised Ed)*. Harper. **There is a copy in the Resource Room**

Course Requirements

Participation & Attendance (8 points)

Students are required to attend each class and field trip. **Students with more than one unexcused absence will lose half their attendance points and all their points with two or more absences.** Excused absences include University sponsored activities approved by the Academic Affairs Office and the professor prior to the missed day, illness that is documented by a nurse or physician, and death of an immediate family member.

Reading Responses (2 points each, 24 points total)

For each week's readings, you will summarize your reactions into a three-part response paper. Part of graduate education is learning to read materials, recognize important points, analyze them, and apply them to your practice as a Marriage and Family Therapist. Reading responses are designed to help you achieve this end. Responses are due in Canvas by 8:00 AM on the date listed in the schedule and can be submitted up to 4-hours late. Responses are informal and brief (1 page) and include the following components:

- a. Important points: These should include any points or quotes that you might want to use again or remember for a later paper or application. They can be short and bulleted.
- b. Critical reaction: Given that this is your last semester in the program, this section should be more robust. Questions students may want to answer in this section: How does it fit with your existing knowledge? How does it fit with systemic thinking? How can you see it working or not working with clients? How would it fit or not fit with your theory of therapy? How does it fit or not with your faith or worldview? What is the author including that is new or novel? What is the author missing? Does the author consider areas of diversity? Would this work with all races, ethnicities, religions, sexualities or other areas of diverseness?
- c. Discussion Questions: Given that this is your last semester in the program, you should have questions about everything you read. Include at least two questions. These might be things you wonder about, things the author missed, things you don't understand, or questions for discussion.

*Theory of Trauma Paper (10 points)

Students will write a 5- to 7-page theory of trauma paper that explains the student's understanding of what trauma is and how it is healed. Every paper should include: a definition of trauma, examples of trauma, and at least one statistic. The body of the paper should have at least two sections. The first section should explain what trauma is (definition, types, causes...) and its common effects (physical, emotional, familial/systemic, diagnoses, symptoms...). The second section should address treatment/healing (common treatments, mechanisms and targets of change/healing, how long treatment lasts, how to know if treatment is effective...). Because most trauma interventions place the locus of pathology within the individual, students should explain how they make sense of incorporating individual trauma interventions into a systemic way of thinking about people and problems. Paper should be supported by 5 to 7 sources, two of which may be guest speakers. Students may NOT use my lectures as sources and should instead find primary sources. This is a formal paper and should have an introduction, conclusion, and headings. Grades will be based on the student's demonstration of the following competencies: ability to develop a theory of trauma based on scholarly literature; ability to incorporate individual interventions into overall systemic practice; ability to write/present a clear, organized, and professional paper/presentation.

***Trauma Application Paper (10 points)**

Students will write a 5- to 7-page case conceptualization of a client with a trauma history. If you do not have a client with a trauma history, then use a movie in which the main character has a trauma history. The case conceptualization should include the following components: Client history, genogram, history of the problem including symptoms, client goals for treatment and how you did/would prioritize them, DSM5 diagnosis with justification, an integrated theory- and trauma-based explanation of the problem, and theory-based goals for treatment and how you did/would prioritize them. You should also include a description of two interventions you did or could employ and signs that the intervention was successful. If you are able to implement the intervention, please include a reflection on it.

***Theory of Grief Paper (10 points)**

Students will write a 5- to 7-page theory of grief paper that explains the student's understanding of grief and therapeutic processes and interventions associated with grief. Students may choose to address grief generally or a specific type of grief (bereavement, complicated grief, ambiguous loss) or grief related to a particular event (miscarriage, divorce, spouse, child...). The paper should have at least two sections. The first section should explain what grief is (definitions, types, complicating factors, statistics...), its effects on the individual and system, and indicators of normal/complicated grieving. The second section should address treatment/healing (common treatments, mechanisms of change, how to assess progress...). The paper should include systemic components, but integration of individual and systemic components is good. Paper should be supported by 5 to 7 sources, one of which may be guest speakers. Students may NOT use my lectures as sources and should instead find primary sources. This is a formal paper and should have an introduction, conclusion, and headings. Grades will be based on the student's demonstration of the following competencies: ability to develop a theory of grief based on literature; ability to incorporate systemic thinking into their theory of grief; ability to write/present a clear, organized, and professional paper/presentation.

***Grief Application Paper (10 points)**

Students will write a 5- to 7-page case conceptualization of a client experiencing any kind of grief. If you do not have a client with a grief issue, then use a movie in which the main character is experiencing grief. The case conceptualization should include the following components: Client history, genogram, history of the problem including symptoms, client goals for treatment and how you did/would prioritize them, DSM5 diagnosis with justification, an integrated theory- and grief-based explanation of the problem, and theory-based goals for treatment and how you did/would prioritize them. You should also include a description of two interventions you did or could employ and signs that the intervention was successful. If you are able to implement the intervention, please include a reflection on it.

Graded Immigration Narrative Discussion (8 points)

Students will participate in a fishbowl discussion of their immigration narrative. Prior to class, students will reflect on their or their family's immigration/migration story. This might be the story of their or their family/ancestor's immigration to their most recent country of residence or the story of their/their family's migration within their country of residence. For example, a student whose parents immigrated to the US from Mexico may choose to focus on that story. Or a student may want to focus on the story of their family-of-origin moving from California to Texas or of their personal migration from Miami to Abilene. Students should choose the story that feels most poignant to them. As students are preparing for the discussion, they should identify: 1) the hopes and fears (and other factors) that drove immigration/migration, 2) the benefits and challenges of being somewhere new, 3) the things (people, objects, values...) brought and left behind, and 4) things that made it easy or difficult to access resources, including mental and family health support. Students may need to interview family members

to tell a deep, rich narrative. Examples of immigration narratives can be found here:
<https://eportfolios.macaulay.cuny.edu/siegel2014/2014/05/22/immigration-narrative-2/>

In class, students will form two concentric circles. The inside circle will discuss the hopes/fears, benefits/hardships, and things brought/left while the outside circle listens. The outside circle will then reflect the experience of the inside circle and identify common themes. Students will then switch places and the new inside circle will discuss how their own narrative connects/disconnects with the previous stories and boons/barriers to resources. The new outside circle will then reflect the inside circle's experience and identify themes. Grades will be based on the student's demonstration of the following competencies: ability to identify the four elements of the immigration narrative (hopes/fears, benefits/hardships, brought/left, and boons/barriers); ability to accurately and empathetically reflect experience; ability to identify common themes in experience.

After the Last Border Paper (10 points)

Students will write four 500-word essays answering the following prompts: 1) What extra-familial systemic processes shaped Hasna's and Mu Naw's stories? 2) Why might refuge (i.e., coming to Texas) not feel like refuge? 3) What systemic changes happened within the family as a result of coming to Texas (i.e., how did things like rules, roles, and boundaries change after their immigration)? 4) If Mu Naw and Saw Ku came in for therapy, how would you conceptualize their marriage difficulties? Paper is due by 4:00 PM on the date in the syllabus and will not be accepted after 6:00 PM on the date of the syllabus. Students should be prepared to discuss these questions at dinner.

Underserved Communities Paper (10 points)

Student will write a 6- to 10-page paper on an underserved community of their choice. Students may choose a community discussed in class. The body of the paper should have at least three parts. The first part should provide background or contextual information about the community and should include at least one statistic. The second part should identify the community's unique stressors and potential resiliencies, and their barriers to mental and family health services. The third part should identify how a therapist might adjust treatment to address stressors, fortify resiliencies, and remove barriers. This is a formal paper and should have an introduction, conclusion, and headings. It should have 6 to 10 sources. Grades will be based on the student's demonstration of the following competencies: ability to identify and summarize relevant contextual information, unique stressors, potential resiliencies, and barriers to treatment in underserved communities; ability to adjust treatment based on client characteristics; ability to write a clear, organized, and professional paper.

***There are four 5- to 7-page papers due. For two of the papers, students may opt to submit a 7- to 10-minute video instead.**

Course Policies

Paper Specifics

Every paper for this course is a formal, professional paper and not a reflection paper. All papers should follow the most recent *APA Publication Manual* and should follow common rules of grammar, punctuation, and capitalization. Students may use personal pronouns as appropriate or refer to themselves according to their title (e.g., intern). See assignment descriptions for page number requirements. The title page, reference pages, and appendices are not counted toward the page limits. As working professionals, you must be able to conceptualize clients and articulate theory clearly and effectively. Writing and presenting professionally now prepares you for this. As such, you will be graded

on your writing and presenting abilities.

Late Assignments, Make-Up Exams, & Extra Credit

Assignments may be submitted up to one week late with a 20% penalty. Neither extra credit nor make-ups will not be available in this course. The variety of assessment procedures is designed to take different learning styles into account. If your grade is not at the level that you would like, please talk with me as soon as possible to discuss ways in which you may improve your performance in the course.

Academic Dishonesty

Academic integrity is demonstrated by behavior that honors the learning environment, regardless of setting, context, location, or modality. ACU's Academic Integrity Policy can be found at <https://acu.edu/office-of-the-provost/academic-policies/>. Any action that involves plagiarism or other dishonest acts will result in a grade of zero for the assignment and will be reported to the department Chair. If the student has questions regarding academic dishonesty, it is vital to ask. Please note that plagiarism includes failing to cite sources, failing to use quotations marks around a direct quote, overusing a single source, and re-submitting work from another class.

ADA Compliance Policy

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The ACU website provides more information at <https://acu.edu/accessibility-statement/>. Please contact me to discuss any approved accommodations that you require for this class.

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/>.

Use of Technology/E-Communication

Students are encouraged to take notes by hand, as this has been found to increase retention over typed notes. However, students may use their laptops and other devices for class purposes. It is disrespectful to check email, chat, and send text messages during class lectures and discussions. If you are caught engaging in these activities, your privilege to use your computer will be removed. It is also expected that the ringers on cell phones, iPhones, and other mobile devices will be turned off/silenced during class time.

The professor welcomes texts and emails from students regarding questions about class assignments, scheduling meetings, etc. It is important to note, however, that this does not mean the professor is available 24 hours per day. Please be advised that if you email the professor over the weekend, it is likely that she will not read it until the following week.

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some (but not all) of the standards identified for each project or assignment. Earning less than a C in a graduate course necessitates that it be re-taken to graduate if it is part of your degree plan.

Assignment Points	
Participations & Attendance	8
Reading Responses	24
Theory of Trauma	10
Trauma Application	10
Theory of Grief	10
Grief Application	10
Immigration Narrative	8
<i>After the Last Border</i> paper	10
Underserved Communities Paper	10
Total	100

Grading Scale
A = 92-100 points
B = 84-91.9 points
C = 76-83.9 points

Course Outline and Schedule

Subject to change. Readings and links are in Canvas.

Date	Topic	Readings & Assignments Due
January 18 th Week 1	Welcome & Syllabus Intro to Trauma	Syllabus <i>Body Keeps the Score</i> 1-6
January 25 th Week 2	Intro to Trauma TF-CBT Joanna Mendez-Pounds, PhD, LMFT-S	<i>Body Keeps Score</i> 7-12
February 1 st Week 3	Trauma & Faith Dr. Rodney Ashlock Trauma Treatment: Stellate Ganglion Block Brian Hofsommer, LMFT	<i>Body Keeps Score</i> 16 + any 3 chapters in part 5 At least 1 SGB resource in forwarded email
February 8 th Week 4	Trauma Treatment: Yoga 12:00 pm at Abilene Yoga House 2666 Industrial Blvd	<i>Anatomy of Anxiety</i> 1-6
February 15 th Week 5	Trauma Treatment: Narrative Exposure Therapy	<i>Anatomy of Anxiety</i> 7-11
February 22 nd Week 6	Theory of Trauma and Trauma Informed Services	<i>Anatomy of Anxiety</i> 12-15 CCTIC Theory of Trauma Paper
February 28 th to March 1 st Week 7	TAMFT Field Trip Tuesday Dinner with Leila's friends Wednesday AM visit Leila's work	
March 8 th Week 8	Grief: Traumatic Grief & Ambiguous Loss Leila Anderson, LMFT-S, LCDC	<i>Grief Counseling</i> Intro-4
March 15 th Week 9	Spring Break	
March 22 nd	LGBTQ Youth, Religious Trauma, and Community Level Advocacy Q&A Beth Luna, LMFT	Beth's Recommended Readings: <i>God and the Gay Christian</i> A Letter to Louise <i>Misquoted Jesus</i> Belief or Not Holy Kool-aid Leaving Eden (podcast)
March 29 th Week 10	Grief Groups Steve Queen, MA, LPC-S	Trauma Application <i>Grief Counseling</i> 5-8
April 5 th Week 11	Mixed Status Families & Dreamers Joanna Mendez-Pounds, PhD, LMFT-S Refugees Susanna Lubanga International Refugee Committee	Theory of Grief Peacemaking on our Southern Border Morales & Consoli Mendez-Pounds, et al
April 12 th Week 12	Immigration & Migration Dr. Mark Hamilton	Immigration Narrative Goudeau Part 1 (No RR)

Date	Topic	Readings & Assignments Due
April 19 th Week 13	Refugee Families No afternoon class Dinner at Merchant's House 6:00 PM	<i>After the Last Border Paper</i> *Due by 4:00 PM* Goudeau Part 2 (No RR)
April 26 th Week 14	Mental Health Summit Jacob Corona, Kelly Johnson, & Summer Wright Healthy at Every Size Sam Hatton	Grief Application Approx 100 pages of an ED book
May 3 rd Week 15	Eating Disorders Nicole Harlan, LMFT Associate	Underserved Communities Paper Approx 100 pages of an ED book

Lisa V. Merchant, Ph.D., LMFT
Associate Professor Department of Marriage and Family Studies Department Chair
College of Biblical Studies
Abilene Christian University

Re: BMFT 640 – Contemporary Issues in MFT

Dear Dr. Merchant,

Thank you for the submission of BMFT 640 – Contemporary Issues in MFT. I reviewed the syllabus based on the ACU syllabus guidelines listed on the ACU website. The syllabus meets the guidelines outlined for the university.

Thank you for the attention given to the description and connection of the outcomes and measurements. Your paper descriptions were very detailed, and the course outline and schedule were very descriptive.

This letter is not meant to be a final approval in the course application process. Instead, it is intended as a reference which will be read by 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 horizontal flourish 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: February 13, 2023
TO: Dr. Lisa Merchant
FROM: Mark McCallon, Associate Dean for Library Services
RE: Course Application for BMFT 668 – Contemporary Issues in MFT

After reviewing the course application, the library is able to support the proposed course with the guidance of the professor to resources available in the MFT Resource Room. 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.

New Course Application Addendum
Item #8: Expenses

1. Trauma Informed Yoga session at Abilene Yoga House—cost \$150—paid for by the department.
2. 1 night lodging for out-of-town field trip—cost \$0-\$100—students pay for their own lodging.