

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE**

New Course

Department/School Psychology **Date** September 1, 2022
Course No. or Level Graduate **Title** PSY 715 Pediatric Health Psychology
Semester hours 3 **Clock hours: Lecture** X **Laboratory**
Prerequisites Graduate Status **Enrollment expectation** 15

Indicate any course for which this course is a (an)
modification _____
(proposed change in course title, course description, course content or method of instruction)
substitute _____
(The proposed new course replaces a deleted course as a General Education or program
requirement.)
alternate _____
(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP
Department Chairperson's/Dean's Signature _____
Provost's Signature Peter King
Date of Implementation August 2024
Date of School/Department approval _____

Catalog description:
This course aims to (1) Increase students' knowledge in a broad range of pediatric/child health psychology topics; (2) Delineate the types of psychological services provided by pediatric psychologists; (3) Promote a critical understanding of the pediatric psychology literature; (4) Understand the competencies expected of pediatric psychologists at different levels of professional development; (5) Foster an awareness of the critical issues (both research and clinical) in the field of pediatric psychology; and (6) Increase awareness of research methods and design commonly utilized in pediatric psychology settings.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia): Please see attached syllabus

Course Content: Please see attached syllabus



The Mission of the Department of Psychology's Health Psychology Program is to attract and train qualified students for placement as psychologists in the Pee Dee Region's primarily rural and ethnically diverse placements. The philosophy of this program is that graduates should be well versed in the empirical, theoretical and applied aspects of psychology, with a strong foundation in basic psychological principles and methodology. The training program seeks to blend the components of scientific and applied psychology with knowledge of the school, family, and society to produce a practitioner who can function effectively in the unique role of a health psychologist.

COURSE TITLE

Psychology 715: Pediatric Health Psychology

COURSE INFORMATION

CATALOG DESCRIPTION

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TEXTS

Roberts, Michael C. (Ed) (2017). *Handbook of Pediatric Psychology (5th edition)*. New York: Guilford.

National Association of School Psychologists: (2010). *Psychiatric Disorders: Current Topics and Interventions for Educators*. Thousand Oaks, CA: Corwin Press.

National Association of School Psychologists: (2010). *Pediatric Disorders: Current Topics and Interventions for Educators*. Thousand Oaks, CA: Corwin Press.

National Association of School Psychologists: (2010). *Genetic and Acquired Disorders: Current Topics and Interventions for Educators*. Thousand Oaks, CA: Corwin Press.

COURSE OBJECTIVES

The aims of the curriculum are the same for all students. These are set out below and describe the educational purposes of a course in Pediatric Psychology. They are not listed in order of priority. The course may well lay the foundations of further studies beyond these aims. It therefore aims to enable students to:

- Understand the nature of pediatric medical conditions especially regarding the impact of these conditions on the child, family, and educational performance.
- Critically examine the empirical literature related to pediatric psychology and related fields.
- Understand how the conceptualization of medical disorders should take into account factors related to cultural, ethnic, and linguistic diversity.

PROFESSIONAL CONDUCT

Any serious breach of professional conduct (e.g., legal or ethical) or competency, as determined by the Psychology Faculty, will result in your failing this course. A single minor violation may affect your grade; repeated minor violations will also result in your failing the course. Professional conduct is discussed in the Handbook and has been repeatedly discussed in your classes. Your conduct should be guided by the ethical and legal standards associated with our profession.

ASSIGNMENTS

Exams (70%): Students will take a multiple-choice midterm and final exam.

Class Participation (10%): Readings and practice activities should be completed before the class on that topic. You should come to class prepared to participate in discussion and activities including systematic interpretation of articles and answering discussion questions. Please note that if you are absent from class more than twice, upon each consecutive absence you will receive NO POINTS for your attendance and participation that day. No exceptions will be made!

Class Presentation (20%): Students will take primary responsibility for the content and activities for twenty minutes of a class session. This presentation will be related to one of the medical conditions covered in the course (e.g., Pediatric Asthma, Epilepsy, Rheumatoid Arthritis, Irritable Bowel Syndrome, Pediatric HIV, Cardiovascular Disease, Elimination Disorders: Enuresis and Encopresis, Pediatric Burns, etc.). Students must also write five multiple-choice questions. A rubric for creating the presentation is attached.

FINAL GRADING SCALE

A 90 – 100
B+ 88 – 89
B 80 – 87

C+ 78 – 79
C 70 – 77
F below 70

OTHER COURSE POLICIES

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Professor supports the ADA, but also must know of any necessary accommodations on her part in order to provide them or to facilitate your progress in the class.

Students with Special Needs: Any students, who could require assistance in the event of a necessary evacuation of the building in which this class is taught, are asked to notify the Professor so that individuals can be identified to assist him/her during an evacuation.

Cell Phones: Cell phone use (of any kind – voice, texting, calculator, photography...) is banned during class. Phones must be rendered *inaudible* (either turn them off entirely or at least set them not to make noise) during class time. Should they ring/vibrate at any time during the course period, the student will be considered not participating in the class and the course participation grade will be adjusted accordingly. Students involved in texting in class will also be considered not participating in the class and their course participation grade will be adjusted accordingly. In addition, please be prepared for the professor to answer your telephone should it ring in class.

Scholastic Dishonesty: A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, and ethical conduct everywhere and, thus, will not be tolerated.

Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student's grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge of proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.
- Other forms of academic misconduct include but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

Academic dishonesty and other forms of academic misconduct, whether encountered or suspected, will be reported to the Provost's Office following the FMU Honor Code outlined in the *FM Student Handbook*. Academic dishonesty and other misconduct will result in a failing grade for the course.

Late Policy: Because you have ample time to prepare your schedule to take exams and turn in assignments, there will be no opportunity to "make up" missed exams or assignments. Please be advised that there is no exception to this rule, except for in the event of death (e.g., an immediate family consisting of parents, grandparents, siblings, or aunts/uncles) or your own personal illness. For these exceptions, an allotted three calendar days is allowed to make up the exam or turn in the assignment. However, at the time the makeup is scheduled or the assignment turned in, the student must present to the professor an obituary or other proof of funeral attendance. In the case of illness, the student must present to the professor a medical excuse. Please note, that in both cases the student is still considered absent and their class attendance and participation grades adjusted accordingly.

Technical Support: In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available during the Fall and Spring semesters Monday through Friday, 8:00 a.m. – 5:00 p.m. Students may contact the Help Desk by phone (843-661-1111) or in person.

Caveat: This syllabus is based upon planned material and activities and is, by its nature, aspirational. The instructor reserves the right to alter course procedures, schedules, or requirements to accommodate unforeseen events or conditions. In the event of course alterations, students will be informed of changes in a timely manner. When possible, changes will be discussed or negotiated with the class.

Contact: I will reply to inquiries ONLY between the hours of 9 am and 5 pm Monday through Thursday. I WILL NOT respond to e-mails, telephone calls, or text messages after 5 pm. E-mails, telephone calls, or text messages received after 5 pm on Thursday will be answered on Monday mornings. If you do not receive a reply within this period, please resubmit your question(s). Please note that some servers can be unreliable in both sending and receiving messages and thus, I will only respond to those emails coming from Francis Marion University e-mail accounts. Please only use one method of contact per inquiry.

COURSE SCHEDULE

Week	Date	Readings	Assignments
<i>1. INTRODUCTION</i>			
1	5/27	Introduction	Syllabus
		What is Pediatric Psychology?	B: Chapters 1, 3, & 42
	5/28	Research & Evidence-Based Practice	B: Chapters 4 & 7
<i>2. SYSTEMS</i>			
	5/29	Families, Peers, and Other Systems	B: Chapters 43 – 47 GAD: Chapter 1 PsyD: Chapter 1 PedD: Chapter 1 & 7
<i>3. DEVELOPMENTAL, BEHAVIORAL, AND COGNITIVE-AFFECTIVE CONDITIONS</i>			
2	6/2	Neonatology, Prematurity, NICU, and Developmental Issues	Chapter 16 & 29
		Genetics Part I	Chapter 48 PsyD: Chapter 1 PedD: Chapter 1
	6/3	Genetics Part I	PsyD: Chapter 1 PedD: Chapter 1
	6/4	Genetics Part II	GAD: Chapters 3, 4, 5
<i>4. CHILDHOOD PSYCHOPATHOLOGY</i>			
3	6/5	Attention-Deficit/Hyperactivity Disorder and Tourette Syndrome	PsyD: Chapters 2, 6, & 8 PedD: Chapter 3
		Anxiety, Depression, ODD	PsyD: Chapters 3, 4, 5, & 7
	6/10	<i>Psychopharmacology</i>	PsyD: Chapter 9 & 10
<i>5. MEDICAL CONDITIONS</i>			
	6/11	Cystic Fibrosis & Asthma	B: Chapter 18 GAD: Chapter 12
		Obesity, Diabetes, Celiac Disease, Food Allergies	B: Chapters 19 & 30 PedD: Chapter 11 GAD: Chapters 10, 13 & 14 PsyD: Chapters 11 & 12
4	6/16	Sickle Cell Disease	Chapter 20

	6/17	Pediatric Oncology	Chapter 21 PedD: Chapter 7
	6/18	Pediatric Sleep	Chapter 33 PedD: Chapter 6
	6/19	Prenatal Issues &	GAD: Chapters 8, 9, & 11
5	6/23	HIV, Meningitis, and Lyme Disease	PedD: Chapters 8, 9, 20
6.	<i>OTHER ISSUES</i>		
	6/24	Pharmacology, Adherence & Pain Management	B: Chapters 9 – 12
	6/25	Palliative Care, End of Life, & Bereavement	B: Chapters 13 & 14
	6/26	Traumatic Brain Injury, Prevention, & Health Promotion	B: Chapters 39, 40, & 41 PedD: Chapters 4, 5, & 13 PsyD: Chapter 13

ACKNOWLEDGEMENT
(TO BE COMPLETED BY THE STUDENT AND RETURNED TO THE INSTRUCTOR)

I _____ received and read the contents of this syllabus for the course listed
below: (Print Name)

Term: Fall, 2022 PSYC 600C
Class Date(s): Wednesdays
Time(s): TBA
Location: Synchronous Online

Signature: _____

Date: _____

FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or MODIFICATION OF AN EXISTING COURSE

New Course

Department/School Psychology **Date** September 1, 2022
Course No. or Level Graduate **Title** PSY 725 Integrated Behavioral Health Psychology
Semester hours 3 **Clock hours: Lecture** X **Laboratory** _____
Prerequisites _____ **Graduate Status** _____ **Enrollment expectation** 15

Indicate any course for which this course is a (an) modification _____
(proposed change in course title, course description, course content or method of instruction)
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(The proposed new course replaces a deleted course as a General Education or program requirement.)
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(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP
Department Chairperson's/Dean's Signature *Crystal R. Hill-Chapman*
Provost's Signature *Peter King*
Date of Implementation August 2024
Date of School/Department approval _____

Catalog description:
This course focuses on contemporary cross-cutting issues in the practice of integrated behavioral health in primary care. Specifically, this course emphasizes the parameters of what constitutes primary care behavioral health consultation. Issues relating to the role of the integrated primary care behavioral health consultant and the types of services that are provided in a primary care setting are defined and examined.

Teaching method planned: Lecture
Textbook and/or materials planned (including electronic/multimedia): Please see attached syllabus
Course Content: Please see attached syllabus



The Mission of the Department of Psychology's Health Psychology Program is to attract and train qualified students for placement as psychologists in the Pee Dee Region's primarily rural and ethnically diverse placements. The philosophy of this program is that graduates should be well versed in the empirical, theoretical and applied aspects of psychology, with a strong foundation in basic psychological principles and methodology. The training program seeks to blend the components of scientific and applied psychology with knowledge of the school, family, and society to produce a practitioner who can function effectively in the unique role of a health psychologist.

COURSE TITLE

Psychology 725: Integrated Behavioral Health Psychology

COURSE INFORMATION

CATALOG DESCRIPTION

This course focuses on contemporary cross-cutting issues in the practice of integrated behavioral health in primary care. Specifically, this course emphasizes the parameters of what constitutes primary care behavioral health consultation. Issues relating to the role of the integrated primary care behavioral health consultant and the types of services that are provided in a primary care setting are defined and examined.

TEXTS

- Ayers, S. & de Visser, R. (2011). *Psychology for medicine*. Los Angeles, CA: Sage.
- Dobmeyer, A. (2017). *Psychological treatment of medical patients in integrated primary care*. Washington, DC: American Psychological Association.
- Robinson, P., & Reiter, J. (2016). *Behavioral consultation and primary care: A guide to integrating services (2nd ed.)*. New York: Springer.

COURSE OBJECTIVES

Students will demonstrate knowledge regarding

1. The biological, cognitive, affective, behavioral, socioeconomic, and cultural components of health and illness.
2. Evidence-based practice and its application to the practice of integrated behavioral health in primary care (PC), including the use of brief patient outcome measures appropriate for research in PC settings.
3. The distinctive ethical and legal issues encountered in PC.
4. The unique contributions that different health care professionals bring to the PC team, and an understanding of the collaborative relationships necessary to promote healthy interprofessional team functioning.
5. The principles of population-based care along a continuum, from prevention and wellness, to subclinical problems, to acute and chronic clinical needs.
6. Standardized and reliable processes for consultative services for integrated behavioral health in primary care.

Students will demonstrate skills in

7. The evaluation of the biopsychosocial factors that influence reactions to medical diagnoses and processing of health information.
8. The ability to select valid, brief and actionable measures for conducting research in PC.
9. The awareness and sensitivity required in working professionally with diverse individuals.
10. Applying assessments and interventions across the continuum of health and illness, including acute services, prevention of illness, health promotion, and risk reduction for physical and mental/behavioral health issues.
11. Providing patient recommendations and interventions on functional outcomes and symptom reduction in a targeted manner.
12. Effectively evaluating and applying current, evidence-based interventions appropriate for PC to treat health and mental health-related issues.
13. Presenting clinically-relevant oral and written materials in an organized, concise and informative manner.

PROFESSIONAL CONDUCT

Any serious breach of professional conduct (e.g., legal or ethical) or competency, as determined by the Psychology Faculty, will result in your failing this course. A single minor violation may affect your grade; repeated minor violations will also result in your failing the course. Professional conduct is discussed in the Handbook and has been repeatedly discussed in your classes. Your conduct should be guided by the ethical and legal standards associated with our profession.

ASSIGNMENTS

Midterm and Final Exam (40%): Exam 1 and Exam 2 will be given as indicated on the course schedule. Exam 1 will cover information discussed from the first week of class to the midpoint in the semester. Exam 2 will not be cumulative. Exam questions can be any of the following: multiple choice, true/false, short answer, and/or essay. Exams will be take-home and through Blackboard.

Tour and Interview (10%)

You will choose any primary care clinic (can be pediatrics, geriatrics, or family medicine practice) located in Florence County to do the following:

- a. Receive a tour of the clinic
- b. Interview a primary care provider using the questions below (primary care provider can be a physician, nurse practitioner, or a physician assistant):
 - i. *Why did you choose to become a primary care provider?*
 - ii. *What do you enjoy the most about your work in primary care?*
 - iii. *What do you enjoy the least about your work in primary care?*
 - iv. *How often do your patients present with behavioral health concerns (e.g., depression, anxiety, difficulty with adherence to chronic health conditions)? How do you help these patients?*
 - v. *What does the practice currently do if a patient needs to see a behavioral health provider?*
 - vi. *How effective is a referral to an outside behavioral health provider in your opinion?*
 - vii. *What are your thoughts on having a behavioral health provider embedded into your practice?*
 - viii. *How do you assess for address social determinants of health (SDOH) needs in your patient care?*

You will write a 2-3-page reflection paper of your experiences during the tour and interview of the primary care provider. The paper will be graded based on the following:

- (a) Reflection of Primary Care Tour (10 points)
- (b) Interview responses (20 points)
- (c) Assumptions about primary care or primary care providers challenged (10 points)
- (d) Format: paper conforms to APA 6th edition standards (10 points)

Integrated Behavioral Health in Primary Care Research Paper (20%) Students will write a 6-8-page paper (not including title and reference pages) detailing a selected evidence-based intervention, appropriate for primary care, to treat a health and/or mental health related issue (list will be provided in class). Examples of interventions include, but are not limited to: Goal Setting, Motivational Interviewing Strategies, CBT, ACT, Problem Solving, Self-Monitoring, Behavioral Self-Analysis, Stimulus Control, and Assertiveness Training.

The paper must include a detailed discussion of how you, as an integrated primary care behavioral health provider, would collaborate with health care professionals in the primary care team to provide your assessment and intervention using the 5A's Model (Assess, Advice, Agree, Assist, Arrange). Describe the structure and time frame of the intervention and include the specific assessment tool(s) utilized to monitor progress/outcomes. Include how you would provide feedback to the patient and to the primary care team regarding your intervention throughout the process.

The paper will be graded based on the following:

- (a) Brief overview of the health condition (20 points)

- (b) Overview and rationale for the selected intervention (20 points)
- (c) Inclusion and appropriate utilization of each component of the 5A's Model (20 points)
- (d) Demonstrate knowledge of the unique skills necessary to effectively collaborate with diverse health care professionals in the primary care team (20 points)
- (e) Format: paper conforms to APA 7th edition standards (20 points)

Class Presentation (20%): Students will conduct a **10-15-minute** presentation on their paper topic. The presentation should follow the same format as the paper.

Class Participation and Professionalism (10%): Readings and practice activities should be completed before the class on that topic. Your participation is mandatory. Professionalism includes behavior, attitude, participation, promptness, honesty, and ethical behavior. Late arrivals to class as well as failure to attend or participate will be rated at the judgment of the professor. Therefore, your willingness to undertake assignments, verbal participation quality, courtesy, and the like will be considered in your final grade.

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A 90 – 100
 B+ 88 – 89
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COURSE SCHEDULE

Course Meeting	Topic	Activity/Assignment	Readings
1	Course Overview	Introductions Discussion	Dobmeyer: Chapters 1-2
	Introduction to Integrated Primary Care (IPC)		Ayer & de Visser: Chapter 1
	And		Robinson, P., & Reiter, J. (2016). <i>Behavioral consultation and primary care: A guide to integrating services</i> (2 nd ed.). New York, NY: Springer Publishing. Chapters 1-5
	Across the Continuum: Behavioral Health's Role in Primary Care		Reiter, J., Dobmeyer, A., & Hunter, C. (2018). The Primary Care Behavioral Health (PCBH) Model: An Overview and Operational Definition. <i>Journal of Clinical Psychology in Medical Settings</i> , https://doi.org/10.1007/s10880-017-9531-x
			Heath B, Wise R. P., & Reynolds K. A. (2013). <i>Review and proposed standard framework for levels of integrated healthcare</i> . Washington, DC: SAMHSA- HRSA Center for Integrated Health Solutions; http://www.integration.samhsa.gov/resource/standard-framework-for-levels-of-integrated-healthcare
2	Psychology and Health	Discussion	Ayer & de Visser: Chapters 1 – 6
3	Basic Foundations of Psychology	Discussion	Ayer & de Visser: Chapters 7 – 10
4	Body Systems	Discussion	Ayer & de Visser: Chapters 11 – 16
5	Healthcare Practice	Discussion	Ayer & de Visser: Chapters 17 – 19
6	Primary Care Patients: Who Are They and How Can Behavioral	Discussion	Dobmeyer: Chapter 3
			Robinson, P., & Reiter, J. (2016). <i>Behavioral consultation and primary care: A guide to integrating services</i> (2 nd ed.). New York, NY: Springer Publishing. Chapters 7 and 15
			Bridges, A., Gregus, S., Rodriguez, J., Andrews, A., Villalobos, B., Pastrana, F., & Cavell, T. (2015). Diagnoses, intervention strategies, and rates of functional improvement in integrated behavioral health care patients. <i>Journal of Consulting and Clinical Psychology</i> , <i>83</i> (3), 590-601, doi: http://dx.doi.org/10.1037/a0038941
			Hudgins, C., Rose, S., Fifield, P. Y., & Arnault, S. (2013). Navigating the legal and ethical foundations of informed consent and confidentiality in integrated primary care. <i>Families, Systems, and Health</i> , <i>31</i> , 9- 19.
			Runyan, C., Carter-Henry, S., & Ogbeide, S. (2017). Ethical challenges unique to the Primary Care Behavioral Health (PCBH) Model. <i>Journal of Clinical Psychology in Medical Settings</i> , doi: 10.1007/s10880- 017-9502-2

			<p>Kohn-Wood, L., & Hooper, L. (2014). Cultural competency, cultural-tailored care, and the primary care setting: Possible solutions to reduce racial/ethnic disparities in mental health care. <i>Journal of Mental Health Counseling, 36</i>(2), 173-188.</p> <p>Dobmeyer: Chapter 4</p>
7	<p>Depression Management in Primary Care Health Providers Be Helpful?</p> <p>And</p> <p>Integrated Primary Care Interventions</p>	Discussion	<p>Thota, A. B., Sipe, T. A., Byard, G.J... (2012). Collaborative care to improve the management of depressive disorders: A community guide systematic review and meta-analysis. <i>American Journal of Preventative Medicine, 42</i>, 525-538.</p> <p>DIAMOND Program, Institute for Clinical Systems Improvement. (2010). A new direction in depression treatment in Minnesota. <i>Psychiatric Services, 61</i>, 1042-1044.</p> <p>Perry, D. F., Nicholson, W. Christensen, A. L., & Riley, A. W. (2011). A public health approach to addressing perinatal depression. <i>International Journal of Mental Health Promotion, 13</i>, 5-13.</p> <p>Dueweke, A., & Bridges, A. (2018). Suicide interventions in Primary Care: A selective review of the evidence. <i>Families, Systems, & Health, 36</i>(3), 289-302. doi: http://dx.doi.org/10.1037/fsh0000349</p> <p>Dobmeyer: Chapter 5</p>
8	Anxiety Management in Primary Care	Discussion	<p>Roy-Byrne, P., Craske, M. G., Sullivan, G., Rose, R. D., Edlund, M. J., Lang, A. J., ... Stein, M. B. et al. (2010). Delivery of evidence-based treatment for multiple anxiety disorders in primary care: A randomized controlled trial. <i>Journal of the American Medical Association, 30</i>, 1921-1928.</p> <p>Strosahl, K., & Robinson, P. (2018). Adapting empirically supported treatments in the era of integrated care: A roadmap for success. <i>Clinical Psychology: Science and Practice</i>, doi: 10.1111/cpsp.12246</p>
9	None	MidTerm Exam	<p>No Class</p> <p>ETOH/Substance</p>
10	<p>Alcohol & Tobacco Use and Substance Misuse in Primary Care</p> <p>And</p> <p>Addressing ADHD through the Integration of Behavioral Health and Primary Care</p>	Discussion	<p>Robinson, P., & Reiter, J. (2016). <i>Behavioral consultation and primary care: A guide to integrating services (2nd ed.)</i>. New York, NY: Springer Publishing. Chapter 14.</p> <p>Moyer, V. A. (2013). Screening and behavioral counseling interventions in primary care to reduce alcohol misuse: U.S. Preventive Services Task Force recommendation statement. <i>Annals of Internal Medicine, 159</i>, 210-218.</p> <p>ADHD</p> <p>American Academy of Pediatrics, Subcommittee on Attention-Deficit/Hyperactivity Disorder Steering Committee on Quality Improvement and Management. (2011). ADHD: Clinical practice guideline for the diagnosis,</p>

			<p>evaluation, and treatment of attention-deficit/hyperactivity disorder in children and adolescents. <i>Pediatrics</i>, 128, 1007-1022.</p> <p>Volkow, N. D., & Swanson, J. M. (2013). Clinical practice: Adult attention deficit-hyperactivity disorder. <i>New England Journal of Medicine</i>, 369, 1935-1944</p>
11	<p>Treating Chronic Pain in Primary Care</p> <p>And</p> <p>Chronic Disease Self-Management in Integrated Primary Care</p>	<p>Discussion Presentations</p>	<p>Chronic Pain Dobmeyer: Chapter 8</p> <p>Robinson, P., & Reiter, J. (2016). <i>Behavioral consultation and primary care: A guide to integrating services</i> (2nd ed.). New York, NY: Springer Publishing. Chapter 14</p> <p>Lee, J., Kresina, T., Campopiano, M., Lubran, R., & Clark, H. (2015). Use of pharmacotherapies in the treatment of alcohol use disorders and opioid dependence in primary care. <i>BioMed Research International</i>. http://dx.doi.org/10.1155/2015/137020</p> <p>Robinson, P., & Rickard, J. (2013). Ethical quandaries in caring for primary care patients with chronic pain. <i>Families, Systems, & Health</i>, 31(1), 52-59.</p> <p>Chronic Disease Dobmeyer: Chapter 6, Chapter 7 and Chapter 9</p> <p>Andrews, A. R., III, Gomez, D., Larey, A., Pacl, H., Burchette, D., Jr., Hernandez Rodriguez, J., Pastrana, F. A., & Bridges, A. J. (2016). Comparison of Integrated Behavioral Health Treatment for Internalizing Psychiatric Disorders in Patients With and Without Type 2 Diabetes. <i>Families, Systems, & Health</i>. Advance online publication.</p> <p>Fisher, L., & Dickinson, W. P. (2014). Psychology and primary care: New collaborations for providing effective care for adults with chronic health conditions. <i>American Psychologist</i>, 69, 355-363.</p> <p>Kalmakis, K., & Chandler, G. (2015). Health consequences of adverse childhood experiences: A systematic review. <i>Journal of the American Association of Nurse Practitioners</i>, 27, 457-465.</p>
12	<p>Motivational Interviewing: Engaging People in Discussions about Health- Related Changes</p> <p>And</p> <p>Working with Older Adults in Primary Care: The Role of the BHC</p>	<p>Discussion Presentations</p>	<p>MI</p> <p>Lundahl, B., Moleni, T., Burke, B. L., Butters, R., Tollefson, D., Butler, C., & Rollnick, S. (2013). Motivational interviewing in medical care settings: A systematic review and meta-analysis of randomized controlled trials. <i>Patient Education And Counseling</i>, 93, 157-168.</p>

<http://www.motivationalinterviewing.org/motivational-interviewing-resources>

Older Adults

Foley, J.M., & Heck, A.L. (2014). Neurocognitive disorders in aging: A primer on DSM-5 changes and framework for application to practice. *Clinical Gerontologist, 37*, 317-346.

Ogbeide, S., Stermensky, G., & Rolin, S. (2016). Integrated primary care behavioral health for the rural older adult. *Practice Innovations, 1*(3), 145-153.

Raue, P.J., Ghesquiere, A.R., & Bruce, M.L. (2014). Suicide risk in primary care: Identification and management in older adults. *Current Psychiatry Reports, 16*, 466.

13	Future Directions in Integrated Primary Care Practice	Discussion Presentations Interview Paper Due	Dobmeyer: Chapter 10
14	No Class	Final Exam	

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE**

New Course

Department/School Psychology **Date** September 1, 2022

Course No. or Level Graduate

Title PSY 735 Advanced Integrated Behavioral Health Psychology

Semester hours 3 **Clock hours: Lecture** X **Laboratory**

Prerequisites **Graduate Status** **Enrollment expectation** 15

Indicate any course for which this course is a (an)

modification

(proposed change in course title, course description, course content or method of instruction)

substitute

(The proposed new course replaces a deleted course as a General Education or program requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation August 2024

Date of School/Department approval

Catalog description:

This course will address the importance of understanding the primary care context (within the Primary Care Behavioral Health Consultation Model) in the treatment of behavioral and chronic health conditions and the role of psychoeducational programs in the primary care setting. Demonstration and practice of specific behavioral interventions for behavioral and chronic health conditions will be addressed as they relate to the Behavioral Health Consultant role in helping patients manage overall health more effectively.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia): Please see attached syllabus

Course Content: Please see attached syllabus



The Mission of the Department of Psychology's Health Psychology Program is to attract and train qualified students for placement as psychologists in the Pee Dee Region's primarily rural and ethnically diverse placements (communities? Settings?). The philosophy of this program is that graduates should be well versed in the empirical, theoretical and applied aspects of psychology, with a strong foundation in basic psychological principles and methodology. The training program seeks to blend the components of scientific and applied psychology with knowledge of the school, family, and society to produce a practitioner who can function effectively in the unique role of a health psychologist.

COURSE TITLE

Psychology 735: Advanced Integrated Behavioral Health Psychology

COURSE INFORMATION

CATALOG DESCRIPTION

This course will address the importance of understanding the primary care context (within the Primary Care Behavioral Health Consultation Model) in the treatment of behavioral and chronic health conditions and the role of psychoeducational programs in the primary care setting. Demonstration and practice of specific behavioral interventions for behavioral and chronic health conditions will be addressed as they relate to the Behavioral Health Consultant role in helping patients manage overall health more effectively.

TEXTS

Andersson, D. (2016). *Medical Terminology: The Best and Most Effective Way to Memorize, Pronounce and Understand Medical Terms (2nd ed.)*. ISBN-10: 1519066627

Hunter, C., Goodie, J., Oordt, M., & Dobmeyer, A. (2017). *Integrated Behavioral Health in Primary Care: Step-by-Step Guidance for Assessment and Intervention (2nd ed.)*. Washington, DC: American Psychological Association.

COURSE OBJECTIVE

1. Students will understand basic medical terminology for medical settings, specifically, primary care settings.
2. Students will demonstrate an understanding of the role of psychoeducational programs in primary care settings.
3. Students will be able to identify appropriate brief assessment approaches for the primary care setting.
4. Students will be able to demonstrate appropriate brief assessment approaches for the primary care setting.
5. Students will be able to identify appropriate behavioral interventions for behavioral and chronic health conditions most commonly found in primary care settings.
6. Students will be able to demonstrate appropriate behavioral interventions for behavioral and chronic health conditions most commonly found in primary care settings.
7. Students will demonstrate an understanding of crisis intervention in the primary care setting.
8. Students will be able to perform crisis intervention strategies for the primary care setting.

PROFESSIONAL CONDUCT

Any serious breach of professional conduct (e.g., legal or ethical) or competency, as determined by the Psychology Faculty, will result in your failing this course. A single minor violation may affect your grade; repeated minor violations will also result in your failing the course. Professional conduct is discussed in the Handbook and has been repeatedly discussed in your classes. Your conduct should be guided by the ethical and legal standards associated with our profession.

ASSIGNMENTS

Final Exam (30%): Students will take a final exam that consists of multiple-choice, short-answer, and essay questions.

Medical Terminology Quizzes (20%): Students will take four multiple-choice quizzes.

Quizzes (20%): Students will take four multiple-choice quizzes.

Class Presentation (20%): Students will take primary responsibility for the content and activities for twenty minutes of a class session.

Research Paper (20%): The research paper is intended to provide you with the opportunity to more fully explore your class discussion topic, as well as examine it from a more empirical perspective. The paper should be approximately 10 pages long (not including a cover page or references). It should consist of at least 3 empirical research articles from reputable peer-reviewed journals. Materials from textbooks, books, popular magazines, or the web can be used in the paper, but do not count toward the article requirement. You should strive to find articles from the past decade. You are also required to attach the first page (that includes the abstract) of the articles to the end of your paper. The paper will be written in APA style for review articles. A rough paper draft is due the day you lead the class on the topic. The final paper is due 2 weeks after your class moderation date, but no later than the day of the final exam.

Class Participation and Professionalism (10%): Readings and practice activities should be completed before the class on that topic. You should come to class prepared to participate in discussion and activities including systematic interpretation of articles and answering discussion questions. Please note that if you are absent from class more than twice, upon each consecutive absence you will receive NO POINTS for your attendance and participation that day. No exceptions will be made.

FINAL GRADING SCALE

A 90 – 100	C+ 78 – 79
B+ 88 – 89	C 70 – 77
B 80 – 87	F below 70

OTHER COURSE POLICIES

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Professor supports the ADA, but also must know of any necessary accommodations on her part in order to provide them or to facilitate your progress in the class.

Students with Special Needs: Any students, who could require assistance in the event of a necessary evacuation of the building in which this class is taught, are asked to notify the Professor so that individuals can be identified to assist him/her during an evacuation.

Cell Phones: Cell phone use (of any kind – voice, texting, calculator, photography...) is banned during class. Phones must be rendered *inaudible* (either turn them off entirely or at least set them not to make noise) during class time. Should they ring/vibrate at any time during the course period, the student will be considered not participating in the class and the course participation grade will be adjusted accordingly. Students involved in texting in class will also be considered not participating in the class and their course participation grade will be adjusted accordingly. In addition, please be prepared for the professor to answer your telephone should it ring in class.

Scholastic Dishonesty: A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, and ethical conduct everywhere and, thus, will not be tolerated.

Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student's grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge of proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.
- Other forms of academic misconduct include but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

Academic dishonesty and other forms of academic misconduct, whether encountered or suspected, will be reported to the Provost's Office following the FMU Honor Code outlined in the *FM Student Handbook*. Academic dishonesty and other misconduct will result in a failing grade for the course.

Late Policy: Because you have ample time to prepare your schedule to take exams and turn in assignments, there will be no opportunity to "make up" missed exams or assignments. Please be advised that there is no exception to this rule, except for in the event of death (e.g., an immediate family consisting of parents, grandparents, siblings, or aunts/uncles) or your own personal illness. For these exceptions, an allotted three calendar days is allowed to make up the exam or turn in the assignment. However, at the time the makeup is scheduled or the assignment turned in, the student must present to the professor an obituary or other proof of funeral attendance. In the case of illness, the student must present to the professor a medical excuse. Please note, that in both cases the student is still considered absent and their class attendance and participation grades adjusted accordingly.

Technical Support: In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available during the Fall and Spring semesters Monday through Friday, 8:00 a.m. – 5:00 p.m. Students may contact the Help Desk by phone (843-661-1111) or in person.

Caveat: This syllabus is based upon planned material and activities and is, by its nature, aspirational. The instructor reserves the right to alter course procedures, schedules, or requirements to accommodate unforeseen events or conditions. In the event of course alterations, students will be informed of changes in a timely manner. When possible, changes will be discussed or negotiated with the class.

Contact: I will reply to inquiries ONLY between the hours of 9 am and 5 pm Monday through Thursday. I WILL NOT respond to e-mails, telephone calls, or text messages after 5 pm. E-mails, telephone calls, or text messages received after 5 pm on Thursday will be answered on Monday mornings. If you do not receive a reply within this period, please resubmit your question(s). Please note that some servers can be unreliable in both sending and receiving messages and thus, I will only respond to those emails coming from Francis Marion University e-mail accounts. Please only use one method of contact per inquiry.

COURSE SCHEDULE

Course Meeting	Topic	Activity/Assignment	Readings
1	Course Overview Foundations of Integrated Behavioral Consultation Service	PITCH Surveys Introductions Discussion	Hunter: Chapters 1-2, 17
2	Foundations of Integrated Behavioral Consultation Service	Discussion Practice Medical Terminology Quiz 1	Contextual Interviewing in Primary Care Practice Medical Terminology: Chapters 1 & 2
3	Foundations of Integrated Behavioral Consultation Service	Discussion Practice Quiz 1	Hunter: Chapter 3 Webinar/Video (assigned in Blackboard)
4	Common BH Concerns in PC	Discussion Practice Quiz 2	Hunter: Chapters 4, 10, 16 Webinar/Video (assigned in Blackboard)
5	Common BH Concerns in PC	Discussion Practice Quiz 3	Hunter: Chapters 5-7 Webinar/Video (assigned in Blackboard)
6	Common BH Concerns in PC	Discussion Practice Medical Terminology Quiz 2	Hunter: Chapters 8-9, 11 Webinar/Video (assigned in Blackboard) Medical Terminology: Chapters 3-5
7	Common BH Concerns in PC	Video (No seated class time)	Hunter: Chapters 12-13 Webinar/Video (assigned in Blackboard)
8	Common BH Concerns in PC	Video (No seated class time)	Hunter: Chapters 14-15 Webinar/Video (assigned in Blackboard)
9	Common BH Concerns in PC	Discussion Practice Quiz 4 Medical Terminology Quiz 3	Webinar/Video (assigned in Blackboard) Medical Terminology: Chapters 6-8
10	Common BH Concerns in PC	Discussion Practice Medical Terminology Quiz 4	Webinar/Video (assigned in Blackboard) Medical Terminology: Chapters 9-10
11	Common BH Concerns in PC	Presentations	No readings/webinars
12	Common BH Concerns in PC	Presentations	No readings/webinars
13	Common BH Concerns in PC	Presentations	No readings/webinars
14	Common BH Concerns in PC	Presentations	No readings/webinars
15	Final Exam	Final Exam Paper Due	Final Exam

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE**

New Course

Department/School Psychology Date September 1, 2022

Course No. or Level Graduate

Title PSY 740 Training & Supervision: The Expanding Role of Health Service Psychologists

Semester hours 3 Clock hours: Lecture X Laboratory

Prerequisites Graduate Status Enrollment expectation 15

Indicate any course for which this course is a (an)
modification

(proposed change in course title, course description, course content or method of instruction)
substitute

(The proposed new course replaces a deleted course as a General Education or program
requirement.)

alternate

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP

Department Chairperson's/Dean's Signature 

Provost's Signature 

Date of Implementation August 2024

Date of School/Department approval

Catalog description:

The professional roles of psychologists are ever-expanding and today's clinical psychologists must be prepared to assume multiple roles throughout ones career. This class is designed to expose students to the current body of research on training, clinical supervision, and professional consultation in psychology. The course includes multiple experiential assignments and learning opportunities to begin the student's development in training and supervisory competencies.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia): Please see attached syllabus

Course Content: Please see attached syllabus



COURSE TITLE

Psychology 740: Training & Supervision: The Expanding Role of Health Service Psychologists

COURSE INFORMATION

Term: Summer I
Class Date(s):
Location: ONLINE

Section:
Time(s): ONLINE

Instructor: Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP
Office: Cauthen Educational Media Center (CEMC)
e-mail: chillchapman@fmarion.edu
Telephone: (843) 661 – 1721 (office)
Department: <http://fmupsychology.com/>
FMU: <http://www.fmarion.edu/>

Office Hours:
Monday - Thursday: 9:00 am – 2:00pm
Additional hours by appointment.

COURSE DESCRIPTION

This course examines consultation and supervision theories and practice as employed by counselors working and supervising in mental health facilities, educational institutions, and other counseling settings. The various forms of consultation and supervision will be explored, examining the framework for consultation/supervision with other professionals, educators, families and administrators. The course is designed to meet the criteria established by the SC LLR as part of the requirements to obtain a supervisor's license.

PREREQUISITE

A strong background in the behavioral and social sciences gained from an undergraduate degree program, from any other formal study program, or from other documented learning. This is an advanced course and should not be taken by beginning graduate students. Permission of the instructor and/or academic advisor is strongly recommended.

COURSE OBJECTIVES

By the completion of this course, students will demonstrate knowledge and skills in the following areas:

1. Introduction to Supervision.
2. Roles and Responsibilities of Supervisors.
3. The Supervisory Relationship.
4. Methods of Supervision.
5. Models of Supervision.
6. Becoming a Multiculturally Competent Supervisor.
7. Ethics and Multiple Relationships in Supervision.
8. Legal Issues in Supervision.
9. Managing Crisis Situations.
10. Evaluation in Supervision.
11. Becoming an Effective Supervisor.

Additional learning objectives include:

1. General principles and practices of etiology, diagnosis, treatment, referral, and prevention of mental and emotional disorders, family systems theories, and other relevant theories and their application in working with communities, families, individuals, and other systems (e.g., legal, legislative).
2. Knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current *Diagnostic and Statistics Manual*
3. Knowledge of South Carolina statutes and regulations for the practice of professional counseling and/or marriage and family therapy and the supervision of professional counseling and/or marriage and family therapy.

PROFESSIONAL CONDUCT

Any serious breach of professional conduct (e.g., legal or ethical) or competency, as determined by the Faculty, will result in your failing this course. A single minor violation may affect your grade; repeated minor violations will also result in your failing the course. Professional conduct is discussed in the Handbook and has been repeatedly discussed in your classes. Your conduct should be guided by the ethical and legal standards associated with our profession.

COURSE MATERIALS

1. Haynes, R., et al. (2010) Clinical Supervision in the Helping Professions: A Practical Guide (2nd Ed.). Wadsworth Publishing Co. (ISBN 0 978-1-55620-303-9)
2. South Carolina Code of Laws Title 40
3. South Carolina Code of Regulations Chapter 36
4. ACA Code of Ethics (2005) and AAMFT Code of Ethics (2001)
5. Supplemental materials and readings to be provided by the instructor.

COURSE REQUIREMENTS/EXPECTATIONS

- 1) **(40%) Quizzes** – There are four quizzes that should be completed by each Friday afternoon at 5 pm.
- 2) **(20%) Discussion Board** – There will be discussion questions which will be related to a review of others supervision work samples. Students are expected to have their initial post completed by Friday at 5 pm and a response to two other students posts by Sunday at 11 pm.
- 3) **(40%) Weekly Supervision Work Samples** – Each week a work sample must be uploaded to YouTube using the unlisted status. The work sample includes a video recording of an unrehearsed demonstration of clinically-relevant supervision activities (in which the Student is the supervisor) approximately 15 minutes in length. Students are encouraged to submit a work sample that reflects their competence and expertise (typical rather than exemplary situations are expected) and that depict their interactive style in their professional context(s). A supervision clinical work sample should include a demonstration of the student engaging in supervision activities with, for example, a more junior colleague, a trainee, or a clinical employee. The student will then write a reflection statement on their own work sample that is between 500 - 1000 words in length. The following information is required in this statement:
 - a) Contextual statement with dates of supervision or management activity, non-identifying descriptive information of the context, purpose and goals of the activity, brief history of the supervisory or management relationship
 - b) Theoretical and empirical rationale for the activities used, goals for present activity, and recommendations
 - c) Formulation and discussion of the activity in terms of identified theory of practice and relevant research
 - d) Discussion of the individual and cultural diversity and ethical/legal considerations involved
 - e) Reflective comment on the student's own behavior and the interpersonal interactions in the sample including what the student did well and where the student needs further professional growth
 - f) Attestation that written informed consent was secured

Participant consent forms must be obtained by the student and maintained for his/her case records. Students must send a brief attestation that written informed consent was secured. It is suggested that the consent form be obtained as part of the recording process. This includes the explanation of the nature and purpose of the examination, the fact that those involved in the examination process will review the Practice Sample, and that the video will be erased upon completion of the course. Students should take great care to remove all identifiers from all materials. Special Note: Video work samples are not exempted from the requirement of redact client or supervisee identifiers; name tags on client uniforms constitute of confidentiality in the same manner that leaving true names on written work samples does.

GRADING

Final Grading Scale:

A	90 – 100
B+	88 - 89
B	80 -87
C+	78 - 79
C	70 - 77
F	below 70

OTHER COURSE POLICIES

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Professor supports the ADA, but also must know of any necessary accommodations on her part in order to provide them or to facilitate your progress in the class.

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Scholastic Dishonesty: As commonly defined, plagiarism consists of passing off, as one's own the ideas, words, and writings, etc., that belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. *Students suspected of scholastic dishonesty or found to be involved with scholastic dishonesty will be reported to the Dean of Students and will ultimately not only fail the assignment or test, but also the course.* If you have any questions regarding plagiarism, please consult the current issue of the Francis Marion University Student Handbook, under the section, "Academic Integrity."

Late Policy: Because you have ample time to prepare your schedule to take exams and turn in assignments, there will be no opportunity to "make up" missed exams or assignments. **Late work is NOT accepted by the professor.**

Technical Support: In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available during the Fall and Spring semesters Monday through Friday, 8:00 a.m. – 5:00 p.m. Students may contact the Help Desk by phone (843-661-1111) or in person.

Caveat: This syllabus is based upon planned material and activities and is, by its nature, aspirational. The instructor reserves the right to alter course procedures, schedules, or requirements to accommodate unforeseen events or conditions. In the event of course alterations, students will be informed of changes in a timely manner. When possible, changes will be discussed or negotiated with the class.

COURSE SCHEDULE			
Module	Topic	Reading	Assignments Due
1	Introduction to Supervision Role and Responsibilities of Supervisors SC law Legal Issues in Supervision Codes of Ethics review Ethics and Multiple Relationships in Supervision	Chapters 1, 6, & 11 SC Code of Laws Title 40 SC Code of Regulations Chapter 61 APA Code of Ethics ACA Code of Ethics AAMFT Code of Ethics	Quiz 1 Ethics vignettes Discussion Board Work Sample
2	The Supervisory Relationship Methods of Supervision Models of Supervision Using the DSM-V and other diagnostic tools	Chapters 2, 3, & 4	Quiz 2 Work Sample Discussion Board
3	The Delivery of Clinical Supervision Evaluation in Supervision Becoming an Effective Supervisor	Chapter 7, 8, 9 Chapter 10	Quiz 3 Work sample Discussion Board
4	Becoming a Multiculturally Competent Supervisor Managing Crisis Situations Presentation	Chapter 5	Quiz 4 Work Sample Discussion Board

ACKNOWLEDGEMENT (TO BE COMPLETED BY THE STUDENT AND RETURNED TO THE INSTRUCTOR)

I _____ received and read the contents of this syllabus for the course listed below: (Print Name)

Term: Summer I 2018
Section: TBA
Class Date(s): June 4 – June 29, 2018
Time(s): Online
Location: Online

Signature: _____

Date: _____

**FRANCIS MARION UNIVERSITY: DESCRIPTION OF PROPOSED NEW COURSE or
MODIFICATION OF AN EXISTING COURSE**

New Course

Department/School Psychology **Date** September 1, 2022

Course No. or Level Graduate

Title PSY 750 History and Systems in Psychology

Semester hours 3 **Clock hours: Lecture** X **Laboratory** _____

Prerequisites _____ **Graduate Status** _____ **Enrollment expectation** 15

Indicate any course for which this course is a (an)
modification _____

(proposed change in course title, course description, course content or method of instruction)
substitute _____

(The proposed new course replaces a deleted course as a General Education or program
requirement.)

alternate _____

(The proposed new course can be taken as an alternate to an existing course.)

Name of person preparing course description Crystal R. Hill-Chapman, PhD, LP, NCSP, ABPP

Department Chairperson's/Dean's Signature Crystal R. Hill

Provost's Signature Pete R. J.

Date of Implementation August 2024

Date of School/Department approval _____

Catalog description:

An overview of the history and systems of psychology are provided with an emphasis on exploring the roots of modern psychological thought and methodology. These roots will be traced from their origins in philosophy and the natural sciences through the early schools of psychology and into its current form. An examination of the lives and works of the men and women whose work laid the foundation for modern psychology will also be included.

Teaching method planned: Lecture

Textbook and/or materials planned (including electronic/multimedia): Please see attached syllabus

Course Content: Please see attached syllabus



The Mission of the Department of Psychology's Health Psychology Program is to attract and train qualified students for placement as psychologists in the Pee Dee Region's primarily rural and ethnically diverse placements. The philosophy of this program is that graduates should be well versed in the empirical, theoretical and applied aspects of psychology, with a strong foundation in basic psychological principles and methodology. The training program seeks to blend the components of scientific and applied psychology with knowledge of the school, family, and society to produce a practitioner who can function effectively in the unique role of a health psychologist.

COURSE TITLE

Psychology 750: History and Systems in Psychology

COURSE INFORMATION

CATALOG DESCRIPTION

An overview of the history and systems of psychology are provided with an emphasis on exploring the roots of modern psychological thought and methodology. These roots will be traced from their origins in philosophy and the natural sciences through the early schools of psychology and into its current form. An examination of the lives and works of the men and women whose work laid the foundation for modern psychology will also be included.

TEXTS

- Benjamin, L. T., Jr. (Ed.) (2008). *A History of Psychology: Original Sources and Contemporary Research* (3rd ed.). New York: McGraw-Hill.
- Benjamin, L. T., Jr. (1991). *Harry Kirke Wolfe: Pioneer in Psychology*. Lincoln: University of Nebraska Press.
- Grob, G. N. (1994). *The Mad Among Us: A History of the Care of America's Mentally Ill*. Cambridge, MA: Harvard University Press. (paperback)
- Scarborough, E., & Furumoto, L. (1987). *Untold Lives: The First Generation of American Women Psychologists*. New York: Columbia University Press.

COURSE OBJECTIVES

History of psychology courses are often required at the undergraduate and graduate levels in programs of psychology. Principally such courses serve an integrating function, organizing what one has learned in previous psychology courses into a better conceptual understanding. As such, few courses, if any, can offer as much as the history of psychology course can in terms of increased awareness of the roots of contemporary psychology. Indeed, the history course offers the best foundation for understanding the present.

Further, the history of psychology course can teach us many lessons, such as the continuity of ideas, the role of the Zeitgeist in history, and the existence of psychology in the broader contexts of science and society. In addition to an appreciation of our past and an understanding of the present, you should learn some humility for your own views and increase your tolerance for the views of others.

This course will focus largely on the history of modern psychology (mostly American psychology), chiefly since 1879. It will begin with an emphasis on historiography, that is, the theory and methods of doing history. Following that will be an in-depth look at the history of the care of America's mentally ill, coverage that examines the evolution of mental asylums and the growth of American psychiatry. We then will look at the philosophical and physiological viewpoints that led to the birth of the "new" psychology in Germany. The emphasis of the course will be on the major systems (or schools) of psychology, namely structuralism, functionalism, behaviorism, psychoanalysis, and Gestalt psychology. In addition to the history of the science of psychology, there will be considerable emphasis on the history of psychological practice in America, focusing chiefly on four applied specialties: clinical, counseling, industrial/organizational, and school psychology. Further, this course will cover the lives and accomplishments of the first generation of American women psychologists in an attempt to see psychology's history "through their eyes." (This material continues to be missing from the standard histories of psychology.)

The texts for this class are only a beginning. It is hoped (indeed, expected) that you will be stimulated to go beyond these sources and to read in the primary literature that makes up the corpus of early psychological knowledge and to read in the historical research in psychology today. History is not dead subject matter to be gleaned from a textbook; it is a vital area of research, currently enjoying a great deal of activity. One of the goals of this course is to introduce you to the numerous published and unpublished sources of historical material in psychology and to involve you in research projects using those materials.

PROFESSIONAL CONDUCT

Any serious breach of professional conduct (e.g., legal or ethical) or competency, as determined by the School Psychology Faculty, will result in your failing this course. A single minor violation may affect your grade; repeated minor violations will also result in your failing the course. Professional conduct is discussed in the Handbook and has been repeatedly discussed in your classes. Your conduct should be guided by the ethical and legal standards associated with our profession (e.g., NASP Principles for Professional Ethics 2010, IDEA '04 and State Board of Education Regulations 43-243 & 43-234.1).

ASSIGNMENTS

You are expected to read all of the text material as indicated on the course outline PRIOR to the time this material will be discussed in class. A number of the classes will be devoted to discussion and it is expected that you will participate from an informed perspective. Your grade for this course will be based on three assignments. The first is a paper based on research of the mental asylum; the second is a set of discussion questions that you will write based on a number of the assigned readings; the third is a major research paper on a topic of your choice.

Asylum Report Paper (counts 25% of your grade):

The first book you will read in this course is Gerald Grob's *The Mad Among Us*, a book that details the evolution of mental asylums in America. These asylums typically published annual reports detailing their demographics and activities. Based on what you learn from Grob as well as your perusal of a sample of the asylum reports, you are free to choose any topic for your paper such as administrative issues, patient demographics, treatments, economic issues, or political concerns. Your research might focus on a single asylum or on several. It might focus on a short time frame, perhaps a single year, or treat the issue over time. Typically the best papers are those that ask a specific question that can be answered within the reports in the TAMU collection. The choice of topic is totally yours. The paper should be based largely on information gathered from the asylum reports, although other sources can be consulted. The maximum length for this paper is six typed pages, double-spaced (not including references).

Discussion Questions (count 25% of your course grade):

Discussion questions are scheduled for 16 of the reading assignments. You are required to submit two questions each for 12 (and only 12) of those assignments. The reading assignments for which discussion questions may be submitted are indicated on the course outline by a double asterisk (**). The questions will be due at the beginning of the class. Both questions should be typed on a single, full sheet of paper with your name typed in the upper left-hand corner. Some of these questions will be used for class discussion. Credit for the "half page concept/name" will be added to this grade, and will be explained in class. This brief paper is required of everyone. Grading of the questions will be on a three-point scale: 3 = above average, 2 = average, 1 = below average. The best questions will be those that raise issues of greatest importance, that call for analyses beyond the information in the reading, that integrate the readings, that seek to resolve apparent disagreements in the readings, that raise historiographic concerns, or that relate the current readings to earlier course readings.

Major Research Paper (counts 50% of your grade): The topic of your paper will be up to you, but approval of all topics must be made in advance by the instructor. This research project is to result in a historical paper, the details of which will be explained in class. Should you take this assignment seriously, there is no reason you should not be able to produce a manuscript of publishable quality. A major factor in determining whether the paper will be publishable is its originality, that is, doing something that is not already part of the historical literature. The other major determining factor is, of course, the quality of the paper itself. I encourage you to make the extra effort to add a scholarly article to your curriculum vitae.

FINAL GRADING SCALE

A 90 – 100
B+ 88 – 89
B 80 – 87

C+ 78 – 79
C 70 – 77
F below 70

OTHER COURSE POLICIES

Americans with Disabilities Act: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The Professor supports the ADA, but also must know of any necessary accommodations on her part in order to provide them or to facilitate your progress in the class.

Students with Special Needs: Any students, who could require assistance in the event of a necessary evacuation of the building in which this class is taught, are asked to notify the Professor so that individuals can be identified to assist him/her during an evacuation.

Cell Phones: Cell phone use (of *any* kind – voice, texting, calculator, photography...) is banned during class. Phones must be rendered *inaudible* (either turn them off entirely or at least set them not to make noise) during class time. Should they ring/vibrate at any time during the course period, the student will be considered not participating in the class and the course participation grade will be adjusted accordingly. Students involved in texting in class will also be considered not participating in the class and their course participation grade will be adjusted accordingly. In addition, please be prepared for the professor to answer your telephone should it ring in class.

Scholastic Dishonesty: A university is a community of scholars, and all students are expected to act in ways that uphold the integrity of this community. Academic dishonesty is a serious breach of the principles of this University and of civil, and ethical conduct everywhere and, thus, will not be tolerated.

Although academic dishonesty cannot be precisely defined to include all aspects of academic misconduct, the following statements have been provided to serve as a guide:

- Cheating includes but is not limited to wrongfully giving, taking, or presenting any information or material by a student with the intent of aiding him/her/themselves or any other person on any academic work which is considered in any way in the determination of the student's grade.
- Plagiarism involves the use of the ideas or writings of another person without acknowledgment of that use. Lack of knowledge of proper citation will not excuse violations of plagiarism. You also are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. All work submitted for grading must be your original work for the specified course. This means you cannot turn in assignments, papers, or portions of assignments or papers from other courses, past and present, for grading as your original work in this course. Submissions of self-plagiarism will be treated as plagiarism.

- Other forms of academic misconduct include but are not limited to: using or contributing to unapproved test files, using any outside source(s) during an exam (unless specifically permitted by the instructor), discussing the content of course quizzes and exams with students who have not yet taken them, utilizing other electronic devices to access sources during a lockdown exam, and communicating with anyone in any form, aside from the course instructor during an exam.

Academic dishonesty and other forms of academic misconduct, whether encountered or suspected, will be reported to the Provost's Office following the FMU Honor Code outlined in the *FM Student Handbook*. Academic dishonesty and other misconduct will result in a failing grade for the course.

Late Policy: Because you have ample time to prepare your schedule to take exams and turn in assignments, there will be no opportunity to "make up" missed exams or assignments. Please be advised that there is no exception to this rule, except for in the event of death (e.g., an immediate family consisting of parents, grandparents, siblings, or aunts/uncles) or your own personal illness. For these exceptions, an allotted three calendar days is allowed to make up the exam or turn in the assignment. However, at the time the makeup is scheduled or the assignment turned in, the student must present to the professor an obituary or other proof of funeral attendance. In the case of illness, the student must present to the professor a medical excuse. Please note, that in both cases the student is still considered absent and their class attendance and participation grades adjusted accordingly.

Technical Support: In the event of technical difficulty, FMU offers Help Desk services. The Help Desk is available during the Fall and Spring semesters Monday through Friday, 8:00 a.m. – 5:00 p.m. Students may contact the Help Desk by phone (843-661-1111) or in person.

Caveat: This syllabus is based upon planned material and activities and is, by its nature, aspirational. The instructor reserves the right to alter course procedures, schedules, or requirements to accommodate unforeseen events or conditions. In the event of course alterations, students will be informed of changes in a timely manner. When possible, changes will be discussed or negotiated with the class.

Contact: I will reply to inquiries ONLY between the hours of 9 am and 5 pm Monday through Thursday. I WILL NOT respond to e-mails, telephone calls, or text messages after 5 pm. E-mails, telephone calls, or text messages received after 5 pm on Thursday will be answered on Monday mornings. If you do not receive a reply within this period, please resubmit your question(s). Please note that some servers can be unreliable in both sending and receiving messages and thus, I will only respond to those emails coming from Francis Marion University e-mail accounts. Please only use one method of contact per inquiry.

COURSE SCHEDULE

Week		Readings/ Assignments
<i>1.</i>	INTRODUCTION	
1	Introduction to the Course (Syllabus)	Syllabus
	A Research Program in the History of Psychology; Historiography	Grob B: Ch. 1**
	First Century of the New Psychology	Grob Oxford His.
	Research Methods and Sources in the History of Psychology	Grob
	A History of the Care of American's Mentally Ill	Grob
2	Philosophical, Physiological, & Psychosocial Antecedents of Scientific Psychology	B: 22 – 26, 48 – 53, 62 – 65, 73 – 87 Paper Topic
	Wilhelm Wundt and the Founding of Experimental Psychology	B: 120 – 126, 145-167
	Wundt and the Nobel Prize	
		B: 282 – 295
	Letters from Leipzig: Cattell & Wundt (1884-1886)	Wolfe ix-xi Wolfe 1-57
	Wundt's Forgotten American Student – H. K. Wolfe	Wolfe 58 – 141
3	EB Titchener's Structuralism	B: 168 – 202
	Evolution and Individual Differences: Charles Darwin and Francis Galton	B: 203 – 239
	Williams James & G. Stanley Hall: Beginnings of American Functionalism	B: 240 – 281 B: 296 – 298
	Beginnings of Business Psychology	B: 557 – 563 B: 584-606
4	Early Animal Psychology: Thorndike, Pavlov, Kellogg	B: 335-389
	Watsonian and Skinnerian Behaviorism: Psychotechnology	B: 390-439
	Origins of School, Clinical, and Counseling Psychology	B: 88 – 119 B: 564-584
	Psychoanalysis	B: 488-524

5	Let Hollingsworth's Research on Sex Differences	SF: 1 – 107 B: 316-334
	Scarborough & Furumoto Book	SF: 109 – 201
	Gestalt Psychology: Germany to America	B: 525 – 556
	American Popular Psychology Magazines & the Social Agenda: B. Clark and Brown vs. Board of Education	B: 607 – 645 Paper

ACKNOWLEDGEMENT
(TO BE COMPLETED BY THE STUDENT AND RETURNED TO THE INSTRUCTOR)

I _____ received and read the contents of this syllabus for the course listed below: (Print Name)

Term: Fall, 2022 PSYC 600C
Class Date(s): Wednesdays
Time(s): TBA
Location: Synchronous Online

Signature: _____

Date: _____