

April 30, 2015

Howard Rubin, Ph.D.
National Institute for Behavioral Health Quality
5757 Wilshire Blvd.,#6
Los Angeles, CA
Dear Dr. Rubin:

The Cummings Graduate Institute for Behavioral Health Studies is seeking provisional accreditation from the NIBHQ to offer a distance learning post graduate program that will issue the Doctor of Behavioral Health (DBH) degree. It is the intent of the Cummings Graduate Institute to apply for full accreditation after graduating its first class of students.

In preparation for complying with full NIBHQ accreditation, the Cummings Institute has assigned several members of our academic and administrative staff to fully review NIBHQ's requirements for accreditation. They are confident that they will be able to comply with all of your requirements during the provisional period. In addition, the Cummings Graduate Institute will provide all data required by NIBHQ and adhere to all of the its policies and practices.

Governing Board

The Cummings Graduate Institute has an independent governing board that possesses and exercises the necessary legal power to establish and review the basic policies that govern the institution.

Stability

The Cummings Graduate Institute will demonstrate during the time of its candidacy a history of stable operations and consistent control during the period of review. Please note that the DBH program at the Arizona State University was fully accredited by NIBHQ. That program's accreditation was terminated in December of 2014. The Cummings DBH program, as presently constituted, is the same program that NIBHG accredited.

Mission Statement

The Cummings Graduate Institute has a mission statement that has been approved by its governing board and it is appropriate for a degree-granting institution of higher education. The mission statement defines the nature and purpose of the higher learning provided by the institute and the students for whom it is intended.

Educational Program

The Cummings Graduate Institute will be offering only one educational program, the DBH Program, and is appropriate for an institution of higher education. The Cummings Graduate Institute has clearly articulated learning goals for our academic program and strategies for assessment in place. The DBH Program is a post graduate degree. Students

applying to the program must possess a master's degree and an appropriate state license to practice in a mental health profession. The DBH Program requires a minimum 54 semester units beyond the master's degree to complete the educational requirements for the DBH degree.

Information to the Public

The Cummings Graduate Institute will make public its statements of mission, vision, and values. We will provide full descriptions of our program requirement including our requirements for admission both to the institution and to the DBH Program. They have stated policies on acceptance of transfer credit, including how credit is applied to degree requirements; clear and accurate information on all student costs, including tuition, fees, training and incidentals, and a policy on refunds. They also have policies regarding good standing, probation, and dismissal and all residency requirements, grievance and complaint procedures. All of these policies are included in this application. Once initially accredited, the Cummings Graduate Institute will portray clearly and accurately to the public its accreditation status with national, specialized, and professional accreditation agencies.

Financial Capacity

The Cummings Graduate Institute has the financial base to support their operations and sustain them in the future. They have demonstrated a record of responsible fiscal management. .

Administration

The Cummings Graduate Institute has a Chief Executive Officer appointed by its governing board. Her name is Janet Cummings, Psy.D. They have a governance and administrative structure that enables them to adequately carry out the operation of the institute's program.

Faculty and Other Academic Personnel

The Cummings Graduate Institute employs faculty and other academic personnel appropriately qualified and sufficient in number to support its academic programs.

Learning Resources

The Cummings Graduate Institute owns and has secured access to the learning resources and support services necessary to support the learning expected of our students including libraries, clinical practice sites and other resources appropriate to the degree program.

Student Support Services

The Cummings Graduate Institute makes available to their students support services appropriate for its mission, such as advising, academic records, financial aid, and placement.

Policies and Procedures

The Cummings Graduate Institute has and maintains appropriate policies and procedures for its students, administrators, faculty, and staff.

Current Activity

The institute is now in the process of recruiting its first class of students. The first class will begin in June, 2015 and will comprise new students and transfer students from the ASU program.

Integrity of Business and Academic Operations

As a new institute, the Cummings Graduate Institute has no record of inappropriate, unethical, and untruthful dealings with its students, with the business community, or with agencies of government. None of the members of our Board of Directors, administrative staff, or faculty have any record of unethical practice or association. They will continue to operate and comply with all legal and ethical requirements as long as the institute exists and in any jurisdiction that it operates.

Consistency of Description Among Agencies

The Cummings Graduate Institute will always describe itself consistently to all accrediting and governmental agencies with regard to its mission, programs, governance, and finances.

Accreditation Record

The Cummings Graduate Institute and everyone associated with the institute has not had any accreditation revoked and has never voluntarily withdrawn under a show-cause order or been under a sanction with another accrediting agency recognized by CHEA or USDE.

Good Faith and Planning to Achieve Accreditation

The institute's board of directors has authorized the Cummings Graduate Institute to seek affiliation with the Commission and indicated its intention, if affiliated with the Commission, to accept the Obligations of Affiliation. The institution has a realistic plan for achieving accreditation with the Commission within the period of time set by Commission policy. The Cummings Graduate Institute is single-purpose institution in the field of behavioral health studies. Our students will have already been state licensed to practice. As such, the DBH degree is not a requirement for licensure and, therefore, has no requirement or need for specialized recognition by an accrediting agency for each field, as no agency exists, at this time.

Sincerely yours,

John Caccavale, Ph.D.

John Caccavale, Ph.D.

Introduction

The context in which teaching and learning takes place influences the processes and procedures by which the **Cummings Graduate Institute for Behavioral Health Studies** makes decisions around curriculum, instruction, and assessment. This context also determines the way a school stays faithful to its vision. There are many factors that contribute to the institute's overall mission such as an identification of students, a description of student engagement, the trends and issues affecting the on-going concerns of the institute, and the program and services that the institute implements to support student learning. The purpose of this Executive Summary is to provide NIBHQ with an opportunity, in narrative form, the institute's strengths and challenges. By doing so, the NIBHQ will have a more complete picture of how the institute perceives itself and the process of striving for continuous improvement. This summary is structured for the institute to demonstrate how it provides teaching and learning on a day to day basis.

Description of the Cummings Graduate Institute for Behavioral Health Studies

The Cummings Institute is making an application for provisional accreditation only for one program: The Cummings Doctor of Behavioral Health (DBH) Degree. The institute will utilize a distance learning approach to deliver course content and instruction. Distance learning, while quickly becoming an effective and efficient way to provide educational programs, is uniquely suited for the institute's DBH program. Students who will enroll in the program are working professionals and are located and distributed throughout the United States. Each student will already possess a master's level degree in a related mental health field and will be a licensed professional and have been engaged in their profession for an average of five years. Without the opportunity of distance learning, the motivation for obtaining an advanced degree would be significantly diminished, as these professionals would have great difficulty in attending any program in a traditional setting. More importantly, the DBH program can only be obtained in Arizona, as this is the state where Dr. Nicholas Cummings launched the original Doctor of Behavioral Health program and degree. The program content and requirements of the DBH degree significantly differ from any traditional course of study found in the training of mental health professionals. Its uniqueness in course content aside, is matched by the requirements for enrollment. No other post graduate training program requires that prospective students possess a valid, unencumbered license to practice with a minimum of five years post license experience.

The DBH program at Arizona State University's Downtown Campus was an innovative and forward-looking approach to training master level practitioners. However, as the DBH is such a specialized training and degree, a standalone institute more appropriately addresses the need for on-going innovation and changes in educational delivery to meet the dynamics of the ever-changing healthcare system. The Board of Directors, administrative staff and faculty of the institute have the experience and skills to meet

these dynamic challenges and provide an educational program that is of the highest quality and relevant to student needs.

The model for instructing students in clinical practice and in all aspects of behavioral health delivery is a model that derives from the experiences of Dr. Nicholas Cummings, its developer and owner of its trademark. The model is called the Biodyne Model. The Biodyne Model refers to method of conducting therapy using techniques meant to facilitate a rapid connection with the client and the identification of issues connection with the client and the identification of issues that have implications for how to approach treatment. The basic information about the Biodyne Model was first published in the book *Focused Psychotherapy: A Casebook of Brief, Intermittent Psychotherapy Throughout the Life Cycle* by Nick Cummings, Ph.D., Sc.D. and Mike Sayama, Ph.D. Dr. Cummings has trained thousands of clinicians in the use of the Biodyne Model. As it now stands, only students enrolled at the proposed Cummings Institute will be able to receive training in the Biodyne method of practice. Although the Biodyne Model is unique to the institute, students will also obtain training in the business and administration of behavioral healthcare delivery. DBH graduates have become a very important and sought after professionals that are now filling significant and needed roles in the management of healthcare systems. They are prized for their unique training and decision-making abilities. In summary, the best description for the Cummings Institute for Behavioral Health Studies is one of continued innovation for the training of professional to fill the changing needs of a dynamic healthcare system.

Graduates of the program will be prepared to work as behavioral health consultants, providers, and managers in primary health care settings. They can also expect employment in hospitals and emergency departments, Primary Care Medical Homes, Federally Qualified Health Centers, Accountable Care Organizations, managed behavioral health care organizations, specialty mental health and substance abuse treatment settings, preventative care and disease management programs, and/or new business start-ups. From past experience, new graduates can expect to enjoy a high employment rate due to their specific skill set, which meets the marketplace demand for integrated behavioral health care.

Student Enrollment

The Cummings Institute intends to restrict enrollment to no more than 100 students and expect to achieve that goal by the beginning of the third year of operation. Enrollment will be decided strictly on the basis of meeting the institute's requirements. However, the institute will not discriminate on the basis of race, gender, ethnicity or sexual preference.

The Institute's Mission

The Cummings Graduate Institute for Behavioral Health Studies is an educational and healthcare teaching program designed to be on the cutting-edge of advances in mental/behavioral treatment interventions. The Cummings Institute is dedicated to preparing highly competent healthcare professionals to deliver the highest quality of

behavior health services as part of integrated healthcare teams. Our innovative and practice-oriented teaching model is based on the Biodyne Model and has three pillars: medical literacy, behavioral interventions, and entrepreneurship. The institute is committed to whole-person healthcare and access to quality healthcare for all people. The ultimate goal of the institute's Doctor of Behavioral Health Program is to provide mid-level licensed mental health professionals with the added skills needed to serve the changing needs of consumers and the healthcare delivery industry.

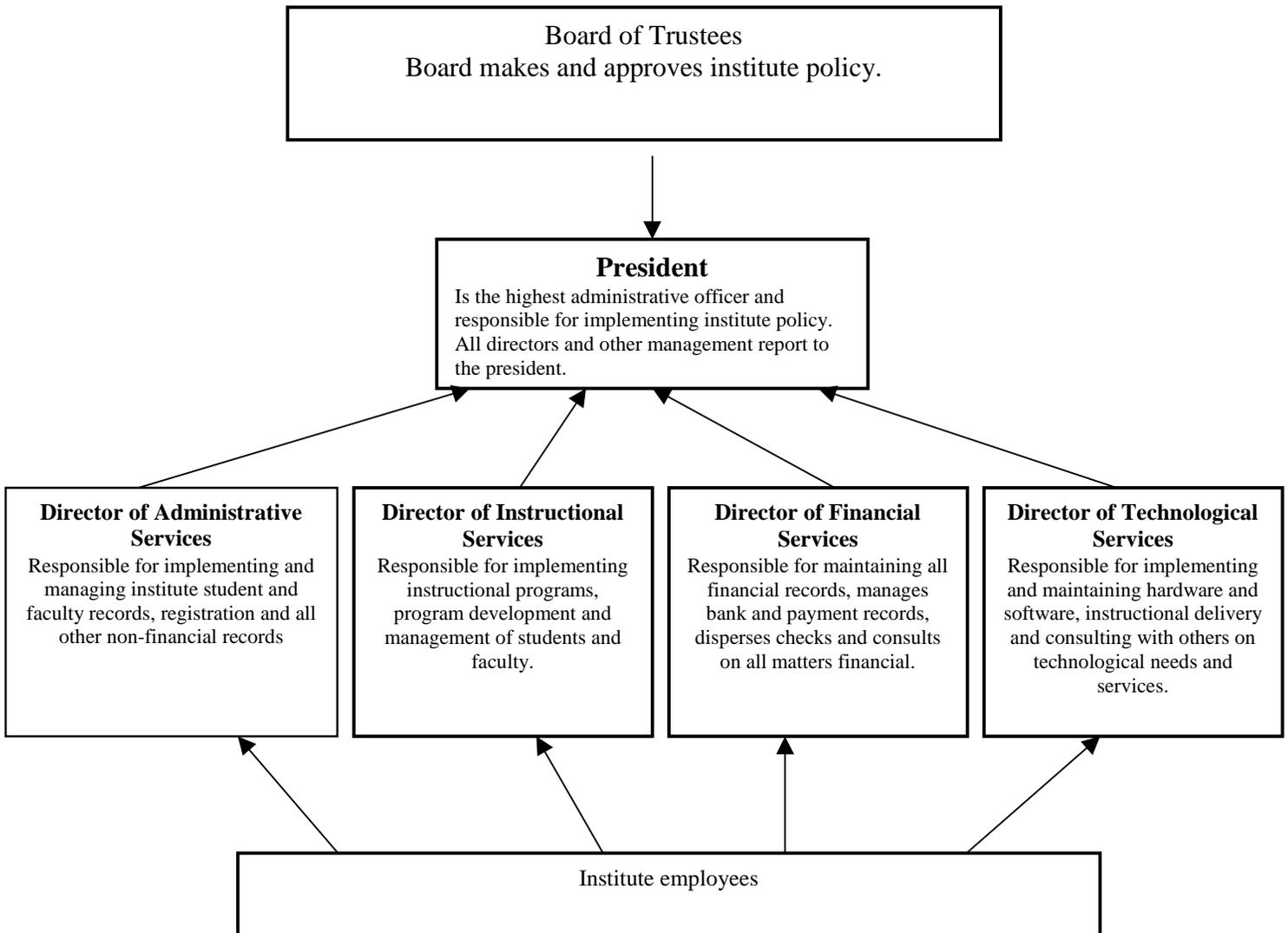
Distant Learning Platform

The Cummings Graduate Institute for Behavioral Health Studies will use an integrated learning platform called Brightspace. The Brightspace platform is an industry standard in delivering distant learning content. Brightspace fully supports the adaptive learning generation and accommodates the potential for increased student enrollment over time. This adaptive learning platform allows for an instructor to personalize learning for each student by offering a knowledge map pathway for each student. Also integrated into Brightspace is an online, face-to-face application called GoToMeeting, another well recognized industry standard.. GoToMeeting will encourage faculty/student interaction and engagement, improve learning outcomes by providing an individualized experience for the student, and can achieve better retention. Benefits of using Brightspace include the ability to create an online hub to produce and store videos, links, discussion boards, and other educational technology. In addition, individualized, online storage is provided for students to submit their work. All submitted written assignments are passed through an anti-plagiarism software called Turnitin. The Cummings Institute will utilize online maintenance support from its online technology department. This allows the institute to be innovative and current with dynamic technology changes. Faculty, new to Brightspace, will be trained in its use. The technology department will provide training support videos and written, online materials for students and faculty. Both Faculty and students will be supported by the institute's technology support personnel.

Concluding Statement

The Cummings Graduate Institute for Behavioral Health Studies strives to lead and innovate in education and training for the behavioral health provider of the future. Its faculty, students, and graduates will exemplify our mission as leaders in delivering the highest quality patient care. The Biodyne Model of patient care is demonstrated in the health outcomes our patients achieve. Our faculty, students, and graduates make pioneering contributions to healthcare education, knowledge, and practice.

CUMMINGS INSTITUTE ORGANIZATION CHART



Program Outline

Orientation Course – 1 credit hour

Course Number & Instructor	Course Title	Credit Hours	Course Description	Book Requirements
CF 1000 TBD	Foundations for Doctoral Study	1	This course is an orientation to the program and to the essential skills needed to pursue a Doctor of Behavioral Health degree. Doctoral level skills, such as academic integrity, time management, effective use of the library, comprehending complex scholarly texts and research articles, and APA form and style in professional communication are also introduced. Students will learn to formulate ideas, search for and appraise text and online resources, and critically analyze and thoughtfully synthesize research findings. The student will become familiar with various writing and communication formats, and practice those appropriate to their degree and career goals.	<u>Required:</u> Publication M Sixth Edition

Medical Literacy Courses – 9 credit hours

Course Number & Instructor	Course Title	Credit Hours	Course Description	Book Requirements
CF 9000 Janet Cummings	Pathophysiology in Biodyne Context	3	The course provides an overview of pathophysiology and medical treatment of common medical conditions in primary care (e.g., diabetes, hypertension, asthma, coronary artery disease, cancer, etc.). The emphasis is on normal functioning of all systems within the human body, major diseases within each system, common medical treatments for each condition, co-morbid behavioral conditions, and behavioral treatments that can serve as prevention and adjunct treatment.	<u>Required:</u> Wolters Kluw incredibly ea ISBN 13:97 <u>Optional:</u> Pathophysiol Lippincott, W Pathophysiol Lippincott, W
CF 9010 Janet Cummings	Psychopharmacology for the DBH	3	The course provides an overview of psychopharmacology, including basic of pharmacology sufficient to understand mechanisms of action, side effect profiles, interaction effects, and other issues related to the biology of psychotropic medications. The course emphasizes responsible psychotropic medication use, with a focus on which patients are likely to be medication responsive and which patients would be better treated with other (behavioral) interventions.	NO BOOKS R <u>Optional</u> 1. Julien, R.M drug action: . effects of psy 2. Preston, J.I clinical psych Edition). Oal
CF 9011 Janet Cummings	Neurophysiology for Behavioral Health Providers	3	This course explores the biological basis of human behavior with an emphasis on the anatomy and physiology of the neurological and endocrine systems. Functional neuroanatomy and experience-dependent brain plasticity are explored. Particular attention is given to psychoneuroimmunology, behavioral genetics, neuropsychological assessment and brain-imaging methods, and stress/trauma.	<u>Required:</u> Physiology o <u>Optional:</u> The 2010. Editec Marshall. Ox

Integrated Behavioral Health Interventions – 18 credit hours

<p>CF 9901 Christine Moninghoff</p>	<p>Biodyne Model I: The Biodyne Model of Assessment</p>	<p>3</p>	<p>The focus of this course is on the Biodyne (Greek for “new life”) Model of brief, focused interventions across the lifespan developed by the renowned psychologist Dr. Nicholas A. Cummings and his daughter, psychologist Dr. Janet Cummings. Emphasis will be placed on the Biodyne assessment and intervention model rather than one-size-fits-all approaches to psychotherapy. This course will focus on use of the Biodyne Model of assessment and intervention for the DBH working in fast-paced primary care settings as well as other models of integrated healthcare delivery. Assessment tools for common chief mental health complaints and comorbid health conditions will be covered, and limitations of these assessment tools will be discussed. Special attention will be paid to the skill set needed to enter integrated care settings and market oneself effectively as a new Behavioral Health Consultant.</p>	<p>Required: 1. O’Donohue, N., & Cummings, J. (2010). <i>Behavioral Health Care: A guide to integrated care</i>. Books (Prometheus Books) 2. Cummings, J. (2010). <i>Biodyne Model of psychotherapy</i>. (No purchase required) Learning Stu Optional: Cummings, N. (2010). <i>Substance Abuse Treatment</i>. Bass Inc.</p>
<p>CF 9902 Cara English</p>	<p>Biodyne Model II: Assessment and Behavioral Interventions for Chronic & Comorbid Conditions</p>	<p>3</p>	<p>The focus of this course will be on the experience of chronic illness from both the patient’s and the provider’s standpoint. Emphasis will be placed on biopsychosocial aspects of chronic illnesses and Biodyne Model behavioral interventions, as well as effective health change methods, including health promotion and health-focused psychotherapy and counseling. Considerations for treating special populations and culturally diverse patients will be discussed.</p>	<p>Required: 1. Cummings, J. (2010). <i>Biodyne Model of psychotherapy</i>. Prometheus Books, New York: Prometheus Books 2. Sperry, L. (2010). <i>The biopsychosocial model</i>. American Psychological Association 3. Nuovo, J. (2010). <i>Integrated care</i>. New York, NY: Springer 4. Hunter, C. (2009). <i>Integrated care: A step-by-step guide to implementation</i>. American Psychological Association</p>
<p>CF 9903 Cara English</p>	<p>Biodyne Model III: Assessment and Behavioral Interventions for Families, Couples, Children and Adolescents</p>	<p>3</p>	<p>The focus of this course will be on integrated behavioral health interventions for children, adolescents, couples, and families. Emphasis will be placed on biopsychosocial assessment, individual, couples, and family dynamics, as well as maladaptive personality and coping styles that play causal roles in physical symptoms and chronic illness. Pediatric integrated assessment and intervention for children and adolescents will be discussed in detail.</p>	<p>Required: 1. Sperry, L. (2010). <i>Family interventions</i>. New York, NY: Prometheus Books 2. McDaniel, J. (2010). <i>Family therapy</i>. American Psychological Association 3. Yearwood, C. (2010). <i>Family therapy and adolescence</i>. Available online only</p>
<p>CF 9904 Paula Hartman-Stein</p>	<p>Biodyne Model IV: Assessment and Interventions for Geriatrics</p>	<p>3</p>	<p>This course will focus on brief assessment and treatment of older adults using an integrated care approach that includes the Biodyne model of behavioral intervention. The course will provide practical information needed by the behavioral health consultant in a medical setting including effective communication strategies; screening for mood, cognition and elder abuse; interventions for common problems that present in out-patient medical settings including depression, grief, memory impairment, alcohol and substance abuse; coping with chronic medical conditions. Because Medicare (and Medicare Managed care products) is the main payer for older adults’ behavioral health care in the U.S., the students will become familiar with the quality measures or “best practices” that Medicare requires eligible providers under the current pay-for-reporting system that is the doorway to future pay-for-performance systems. The basics of proper documentation and elements of mandated compliance plans</p>	<p>Required: Hyer, L. (2010). <i>Behavioral Health Model</i>. New York: Prometheus Books as eBook or s Optional: Hartman-Stein, P. (2010). <i>Cognitive Fitness: A Community-based Approach to Behavioral Health</i>. Business Media</p>

			will also be covered. The course will also provide an overview of current controversies in the diagnosis and treatment of Alzheimer's disease and highlight behavioral treatments for patients living with dementia. In the primary care setting, frail older adults are usually accompanied by caregivers who are at risk for developing their own stress-related health conditions. Therefore, the course will also highlight interventions and prevention programs for caregivers. Additional topics covered are guidelines for evaluating capacity for healthcare and financial decision-making, driving, and end of life care. In order to illustrate some of the unique aspects of prevention and psychotherapy interventions with older adults, case studies and videos of group programs will be used for discussion and synthesis.	
CF 9905 Bobbi Vogelsang	Behavioral Interventions for Chronic Pain	3	This course provides an understanding of the extent to which chronic pain impacts primary care and population health, the impacts of chronic pain on both patients and caregivers, subjective and objective elements of pain perception and assessment, the uses and dangers of pharmacological pain treatment, and behavioral treatments that have proven effective for effective pain management. The course promotes a "management over cure" perspective, with an emphasis on helping patients to alter their relationship with, and perception of, chronic pain.	<p>Required Reading:</p> <p>Turk, D. C. & <i>Pain Management</i>. NY: The Guilford Press</p> <p>Jensen, M. P. <i>Therapist Guide to Pain Management</i>. University Press</p> <p>Recommended Reading:</p> <p>Gardner-Nix, <i>Approach to Pain: Step-by-Step</i>. Oakland, CA: New Harbinger</p>
CF 9013 Lisa Marie Jones	Cultural Diversity, Health & Illness	3	In this course, we will focus on the relationship between cultural diversity, health status disparities, health care disparities, and multicultural behavioral care in primary care and other integrated settings. Course Objective: The objective of this course is to prepare behavioral care providers to identify the relationship between cultural diversity, health status, and disparities in quality of care and referrals; to acknowledge and recognize provider bias and account for them appropriately; and to use effective culturally informed therapeutic interventions in primary care and related medical settings. Students will define and analyze the meaning of diversity and multiculturalism and include coverage of racial/ethnic minority groups as well as multiethnic individuals, immigrants and refugees, women, LGBTQ, the elderly, impoverished, and those with disabilities. Students will analyze health disparities from both domestic and international perspectives. The course will cover the role of minority status in health research, social factors contributing to mortality, longevity and life expectancy, quantitative and demographic analysis and, access and utilization of health services.	<p>Required:</p> <p>Wing Sue, De <i>Working with Cultural Diversity</i>. John Wiley and Sons</p> <p>Recommended:</p> <p>La Veist, Tho <i>Cultural Diversity in Health Care</i>. San Francisco: Jossey-Bass</p>

Entrepreneurship – 12 credit hours

<p>CF 9012 Susan Taylor</p>	<p>Population Health Management, Cost Offset & ROI</p>	<p>3</p>	<p>Preventing and improving chronic disease outcomes can reduce overuse of health services and associated costs as demonstrated by integrated behavioral healthcare intervention research. These interventions are typically delivered in integrated settings such as primary care and based on the population health management model. Population health models include concepts of populations; descriptions and definitions of health and disease; and measurement of health including measures, morbidity, mortality, and health. Population-based management includes definitions of medical management; planning health care for populations and population health outcomes; quality of care and cost-effective analysis of population-based interventions; and includes complementary treatments as a core component of population-based interventions. Also supported by research are advanced applications of population-based behavioral interventions such as design, measures, analysis, cost and cost savings, and return on investment for conditions such as depression and anxiety comorbid with chronic disease, somatizers, substance use disorder, pain and opioid misuse, smoking, insomnia, and cardiovascular risk factors underlying chronic disease. Interventions include therapeutic lifestyle change, medication adherence, cognitive behavioral treatment and other emerging healthcare interventions using ehealth methods. This course meets the demand for innovative, research-supported approaches to reducing healthcare costs by improving disease prevention and management outcomes as required by healthcare reform paradigms such as Accountable Care Organizations (ACOs), Health Homes, Patient-Centered Medical Homes (PCMHs), and Meaningful Use initiatives.</p>	<p>NO BOOKS R</p>
<p>CF 9014 Susan Taylor</p>	<p>Research Design and Quality in Health Care</p>	<p>3</p>	<p>This course provides an overview of healthcare quality management including performance measurement and models of pay for performance such as accountable care organizations and Health Effectiveness Data and Information Systems (HEDIS). Quality measurement and improvement is viewed simultaneously with spending to discover how intensively healthcare plans use physician visits, hospital stays, and other resources to care for members identified as having chronic diseases. This course prepares behavioral health clinicians to provide care consistent with quality measures used in primary care and other medical settings within healthcare reform paradigms and uses Stages of Change to motivate healthcare staff for better quality improvement. Models for improvement and pay for performance include Plan, Do, Study, Act (PDSA) strategies, Meaningful Use, HEDIS, Centers for Medicare and Medicaid Services (CMS) Quality Metrics, Lean Six Sigma, and the National Committee for Quality Assurance (NCQA) among others. Stages of Change methods will be used to motivate healthcare staff toward implementing healthcare quality</p>	<p><u>Required:</u> 1) Ogrinc, G. Madigosky, V. Improvement The Joint Cor Improvement</p>

			initiatives. The RE-AIM (Reach, Effectiveness or Efficacy, Adoption, Implementation, and Maintenance) framework will also be presented to evaluate how research can be translated into practice to improve sustainable adoption and implementation of effective, generalizable, evidence-based interventions. This course will also be a springboard for beginning the Culminating Project process.	
CF 9015 Susan Taylor	Professional Law, Ethics, and Business Practices for The Biodyne Entrepreneur	3	This course addresses legal, ethical, and business considerations associated with the professional practice of Doctors of Behavioral Health. Professional ethical standards and codes of ethics are compared and contrasted. Special attention will be given to models of management and organizational leadership, financial and legal considerations in structuring a business, and legal requirements in health care practice. Emphasis is given to professional development and entrepreneurial opportunity as a Doctor of Behavioral Health.	Required: 1) Bangs, D. Entrepreneur 2) Cumming that crip & Franci 3) Ries, E. (2 Use Con Business
Applied Internship - 6 credit hours				
CF 9900 TBD	Biodyne Practicum	6	This course will provide structured opportunities for students to apply evidence-based clinical interventions in integrated health care settings. A clinically seasoned faculty member with integrated care experience will facilitate weekly consultation groups of no more than six students. Students will discuss challenges and opportunities as they enter integrated care environments and begin to apply evidence-based approaches to working with patients. Students will be supported in their role as a consultant with physicians and the medical team, and as a patient consultant and expert on behavioral health. The practicum experience ultimately leads to opportunities to design new clinical care pathways and interventions for comorbid behavioral/medical conditions in the larger effort to further behavioral health integration nationally.	NO BOOKS R
Culminating Project - 3 credit hours				
CF 9100 Faculty as Assigned	Culminating Project	3	The Culminating Project is an applied integrated care project that demonstrates a student's innovation in the field, and ability to respond creatively and competently to the needs of rapidly evolving patient populations and health care environments. Students will work closely with their advisor, faculty mentor, faculty members, and DBH graduate experts to develop a project that is closely tailored to the student's career goals after graduation, and which reflects a growing area of opportunity in the health care marketplace. Students will begin working on their project when they begin the program through assignments and research conducted in each of their courses. Ideally, the Culminating Project will demonstrate the student's knowledge of applying evidence-based practice, as well as a thorough entrepreneurial	NO BOOKS R

			knowledge of the challenges and opportunities in integrated care settings. Students will accumulate a scholarly review of literature, which informs their integrated care project design and implementation, and empowers them to develop a business plan demonstrating skill in entrepreneurial design, planning, and execution.	
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Total Core Credit Hours - 49

Specialization Courses - 5 credit hours

CF 9019 Cara English	Intervention Design Models: Application of Behavioral Learning Theories	3	This course will examine major theories and models of cognition, motivation, and health behavior and their application to the practice of health behavior change. Special attention given to the use of theory in planning effective intervention programs in primary care and other medical settings and the use of health behavior theory in addressing health issues in diverse populations.	<u>Required:</u> Glanz, K, R. <i>Behavior and Health</i> . San Francisco: Jossey-Bass, 2005.
CF 9017 David Clarke	Solving Medical Mysteries: Hidden Stresses and Medically Unexplained Symptoms	1	The purpose of this course is to learn how to successfully diagnose and treat physical illness caused by various forms of psychosocial stress. Because patients are often unaware of the nature or degree of stresses that are responsible for their illness, emphasis will be placed on learning how to detect and use clues that the patient provides to develop a more complete understanding of the patient's struggles than they are able to perceive for themselves. A major part of the course will be selecting, assessing and treating a patient known to you who has medically unexplained physical symptoms.	<u>Required:</u> Clarke, D. D. <i>Psychosomatic Medicine</i> . Philadelphia: Saunders, 2004. Schubiner, H. <i>Psychosomatic Medicine</i> . Pleasant Ridge, CO: American Psychiatric Press, 1998.
CF 9016 TBD	Independent & Specialty Study	1-3	Students may take up to 6 credit hours of Independent and Specialty study, while working closely with one or more faculty members, to research evidence-based interventions in specialty areas, such as oncology, OB/GYN, pediatrics, intensive outpatient substance abuse treatment, respiratory therapy, etc. that are not covered in more detail in the required core courses.	NO BOOKS REQUIRED
CF 9018 TBD	Trauma-Informed Primary Care	1	Trauma is often a precursor, instigator, and perpetrator of behavioral and physical illness symptomology. The body, mind, and spirit have an innate, adaptive response to traumatic events. When these responses continue outside of the traumatic event, they become maladaptive and create systemic dysregulation manifesting as distressing symptoms. This course addresses trauma as a key element in integrated health outcomes, and teaches students to empower healing through integrated modalities, trauma-focused therapies, and trauma-informed system changes.	TBD
CF 9020 TBD	Military Families and Veterans	1	This course focuses on the characteristics of military life that distinguish it as a separate cultural entity. Emphasis will be placed on factors that make military life particularly difficult. Individual, family, and societal factors that contribute to and/or mitigate those problems will be explored. Assessment, diagnosis, and treatment of common clinical issues facing military service members and their families will be key elements of the course. Special attention will be paid to the role of combat stress, post traumatic stress disorder (PTSD), and other factors or issues associated with or even potentially resulting from combat.	TBD

Total Program Credit Hours - 54

