

PC 4401 Introduction to Telehealth for MFT Practice
January 3-6, 2023
In person and online asynchronous

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Office Hours

Meetings with the instructor are available by appointment
 Please email your request to meet.

Course Description

This 1 semester hour course is designed to introduce students to the basic framework, procedures, practices and ethics for providing distance psychotherapeutic services through digital media (Zoom). The course is intended to provide knowledge and skills necessary to begin supervised Telehealth practice. It will include orientation to online media, instruction in how to set up an effective online office, instruction in how to maximize visual and audio stimuli in counseling sessions, attention to how to protect client rights, how to attend to HIPAA guidelines relevant state laws, and how to manage beginning elements of a professional, digital therapeutic presence. The course will also review introductory procedural, emergency and outcome literature. By the end of the course, students will be prepared to conduct their first supervised Zoom Telehealth session.

Objectives and Expected Student Learning Outcomes

By the end of the course, students will:	Student Learning Outcomes (SLO) and MFT Competencies (MFTC):	Assessment Signature Assignments
Demonstrate knowledge of AAMFT codes of ethics, national and state laws that govern MFT telehealth practice	SLO #3: able to think ethically and make appropriate clinical decisions. Developmental Competency Component 3: Commitment to ethical practice through ethical codes of the MFT profession and pertinent regulatory bodies.	Online Discussion Boards Pre and Post Tests Class Discussion
Be able to establish an effective online office and virtual therapeutic practice.	SLO # 1: Graduating students will be able to flexibly conduct evidence-based, systemic therapy with individuals, couples and families that meets entry level professional standards in both face to face and telehealth contexts. Developmental Competency	Online Discussion Boards Online Therapy Role Play Class Discussion

	Component 2: Practice of relational/systemic therapy as a qualified...provider.	
Be able to articulate a basic knowledge of theory, outcome, and practice literature that informs telehealth practice	<p>SLO # 1: Graduating students will be able to flexibly conduct evidence-based, systemic therapy with individuals, couples and families that meets entry level professional standards in both face to face and telehealth contexts.</p> <p>SLO #3: Graduating students will be able to think ethically and make appropriate clinical decisions.</p> <p>Developmental Competency Component 5: Development and application of research to further the knowledge and practice of the MFT Profession.</p>	<p>Online Discussion Boards Pre and Post Tests Class Discussion</p>
Demonstrate the ability to identify safety and risk concerns in the practice of MFT and how to assess and manage emergency situations virtually	<p>SLO # 1: Graduating students will be able to flexibly conduct evidence-based, systemic therapy with individuals, couples and families that meets entry level professional standards in both face to face and telehealth contexts.</p> <p>Developmental Competency Component 2: Practice of relational/systemic therapy as a qualified...provider.</p>	<p>Online Discussion Boards Pre and Post Tests Class Discussion</p>

Delivery Format

This course is in person as well as an asynchronous, online course, wherein students work on their own time but with scheduled due dates to complete 5 modules. Each module includes one or more lectures, videos, readings, and an assignment. Students are also required to participate in discussion posts on Canvas. A description of each module can be found below:

Module 1: Introduction to Telehealth Theory

Module 2: Understanding Ethics in Telehealth Practice

Module 3: Setting up Your Online Therapy Practice

Module 4: Risk Management, Safety and Emergency Procedures

Module 5: Clinical Assessment

We will use Canvas for our class and online discussion boards. All course materials, syllabus, hyperlinks, readings, etc. will be posted on Canvas as well for ease of access and familiarity.

Grading Policies

This class will be graded pass/fail. In order to pass students must successfully complete the following:

- Complete all modules
- Participate in mandatory course discussion posts
- Participate in mandatory in person live course meetings
- Successfully participate in Online Therapy Role Play
- Complete both Pre- and Post-Tests and pass the Post-Test with a score of 75% or better.

Key Course Dates and Assignment Deadlines

Tuesday, January 3, 2023: Mandatory Pre-test to be taken in class

Thursday, January 5, 2023 by 11:59pm (EST): Individual Assignment Due

Friday, January 6, 2022: Mandatory Post-test to be taken in class

Friday, January 6, 2022 by 11:59pm (EST): Peer Review Assignment Due

LAST DAY OF THIS CLASS: Friday, January 6, 2023

Attendance

Please make every effort to show up and participate in all live class sessions as this class is extremely time-limited. Please communicate with the instructor regarding absences.

Course Assignments

1. Class Attendance Participation

Live Course Meetings:

Your participation will be assessed on your interaction during class (e.g., offering a thoughtful verbal contribution, deepening the conversation, integrating other peer reviewed material, being a good listener). You are required to offer verbal contributions for each session.

Online Discussion Boards:

Each student is required to participate in mandatory discussion board posts. Please respond to your peers posts. **Initial posts should be 200 words (or 1-2 complete paragraphs) and responses to your peers should be 4-5 sentences in length.** Due dates for initial posts and responses are outlined in the course schedule.

Please think of the discussion board as our "classroom," and consider what is and is not appropriate for sharing in that environment, and how best to provide constructive feedback and encouragement to your classmates. Online discussions are a wonderful opportunity for you to collaborate with and learn from each other. But these discussions do take some getting used to, because it is as if every word spoken in a face-to-face class is written down for you to read. And anything you want to "say" in class also needs to be written down.

Most important, please post within the designated deadline. If you do not post, it is the same as "skipping class" because online discussions are the primary form of participation in our class. Remember that your classmates are counting on you to contribute.

Communicate both your thoughts and your "tone of voice." For example, if you are making a joke that may be misunderstood, you might want to write (joke) at the end of the sentence (or "ha!," "smile," etc.). Messages are expected to be substantive and on topic. To make our expectations clear, a writing prompt is provided for each discussion. Posts will be assessed based on their relevance to the prompt and course content, their ability to understand complex ideas and demonstration of insight and clarity. When responding to your peers' posts please consider the following:

- Read postings by your classmates with an open mind; think critically about which posts are the most provocative to you.
- When responding, use the student's name and describe the point so that your whole class can follow along
- Example: Jessica, you make an interesting point about technology increasing without training increasing.
- Whether you are asserting agreement or disagreement, provide clear and credible evidence to support your response.
- Avoid using unsupported personal opinions, generalizations, or language that others might find offensive.
- When in disagreement, keep responses respectful and academic in tone.
- Ask open-ended questions, rather than questions that can be answered with yes or no. Those types of answers end the conversation, rather than pushing it forward.

The following grading scale will be used to assess discussion posts:

Grading scale: 10 points for your initial post +5 points for responding to a classmate +5 points for completing this assignment on time = 20 points, total

2. Pre and Post Test

In order to assess student learning in this course, each student is required to take a 25-multiple question pre and posttest. A pre/post-test by design covers all of the topics which a student will be studying during a course. While taking the pre-test at the beginning of a semester, students are not expected to know the answers to all of the questions; however, they should be expected to utilize previous knowledge to predict rational answers. When taking the same test

called a post-test at the end of a semester, students should be expected to answer more questions correctly based on an increase in knowledge and understanding.

Tuesday, January 3, 2023 Mandatory Pre-test taken in class

Friday, January 6, 2023 Mandatory Post-test taken in class

3. Online Therapy Role Play Assignment

For this assignment you will complete a video recorded 15-20 minute role-play demonstrating your ability to set up your telehealth video office and demonstrate key competencies of telehealth practice with a “client” who may be a volunteer who is a family member, friend, or classmate willing to assist in the role-play. This role play will be demonstrating an initial client session using telehealth video conferencing for the first time. Students will then be required to upload 15-20 minute role-play video to Canvas. Once this is completed students will complete the following two components:

(1) Individual Assignment Due: **Thursday, January 5, 2023 by 11:59pm** (EST)

Write a 3 page paper with your reflection from (1) directly after you have concluded your role-play, (2) interview with your client about their impression of your skills from the role-play, and (3) your reflection once you review the video of your role-play.

(2) Peer Review Assignment, Due: **Friday, January 6, 2022 by 11:59pm** (EST)

Watch and review 1 other student’s 15-20 minute role-play video. Complete a peer assessment form of the student’s performance. Write a 1 page reflection on the strengths and growth areas of this role-play.

Detailed instructions for each component of this assignment will be provided along with a rubric for assessment.

Course Reading List

Required Readings and Videos

20+ Telehealth tips from a certified TeleMental Health therapist - advice for private practice

<https://youtu.be/8Eotw2mbHkk>

AAMFT Code of Ethics: https://www.aamft.org/Legal_Ethics/Code_of_Ethics.aspx

AMFTRB Teletherapy Guidelines: <https://amftrb.org/wp-content/uploads/2017/05/Proposed-Teletherapy-Guidelines-DRAFT-as-of-09.12.16.pdf>

Caldwell, B. E., Bischoff, R. J., Derrig-Palumbo, K. A., & Liebert, J. D. (2017). Best practices in the online practice of couple and family therapy. Retrieved from:

https://www.aamft.org/Online_Education/Online_Therapy_Guidelines_2.aspx

Davis, S. D., & Hsieh, A. L. (2019). What does it mean to be a common factors informed family therapist?. *Family process*, 58(3), 629-640.

https://onlinelibrary.wiley.com/doi/pdf/10.1111/famp.12477?casa_token=wwQyGuElyMAAAAA:GQNK0a6kUFTQilDjBoY7FD_bZASxB954PDCEp7ledV8sEcQAx9LZpbpBbrsbUr3eTsS4XTbgeDGPVBM

Gros, D. F., Morland, L. A., Greene, C. J., Acierno, R., Strachan, M., Egede, L. E., ... & Frueh, B. C. (2013). Delivery of evidence-based psychotherapy via video telehealth. *Journal of Psychopathology and Behavioral Assessment*, 35(4), 506-521.

<http://link.springer.com/content/pdf/10.1007/s10862-013-9363-4.pdf>

Kentucky Administrative Regulations: Board of Licensure for Marriage and Family Therapists:

<http://mft.ky.gov/Pages/regulations.aspx>

KY Revised Statutes: Board of Licensure for Marriage and Family Therapists:

<http://mft.ky.gov/Pages/laws.aspx>

Luxton, D. D., Pruitt, L. D., & Osenbach, J. E. (2014). Best practices for remote psychological assessment via telehealth technologies. *Professional Psychology: Research and Practice*, 45(1), 27.

<https://pdfs.semanticscholar.org/7f5b/e3bdb766cf3e5ff3d5ac0d72b2a860d43951.pdf>

Maheu, M. M., Drude, K. P., Hertlein, K. M., Lipschutz, R., Wall, K., & Hilty, D. M. (2020). Correction to: An interprofessional framework for telebehavioral health competencies. *Journal of Technology in Behavioral Science*, 5(1), 79-111.

Rojas, S. M., Carter, S. P., McGinn, M. M., & Reger, M. A. (2020). A Review of Telemental Health as a Modality to Deliver Suicide-Specific Interventions for Rural Populations. *TELEMEDICINE AND E-HEALTH*. <https://doi-org.proxy.lib.ohio-state.edu/10.1089/tmj.2019.0083>

Springer, P., Bischoff, R. J., Kohel, K., Taylor, N. C., & Farero, A. (2020). Collaborative Care at a Distance: Student Therapists' Experiences of Learning and Delivering Relationally Focused Telemental Health. *Journal of Marital and Family Therapy*, 46(2), 201-217.

https://onlinelibrary.wiley.com/doi/pdf/10.1111/jmft.12431?casa_token=mhnt8pi32_MAAAA:ESSPYsOiaaHdKzQt3-SvdRoJJ2a0-dODzwRkPFb4EJyWohO22qZ5GRwKOBGkbn03d8grXQjARLsupeU

Suler, J. (2001). Assessing a person's suitability for online therapy: The ISMHO clinical case study group. *CyberPsychology & Behavior*, 4(6), 675-679.

<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.455.5420&rep=rep1&type=pdf>

Summary of the HIPPA Privacy Rule:

<https://www.hhs.gov/sites/default/files/privacysummary.pdf>

Twist, M. L., & Hertlein, K. M. (2016). Ethical couple and family e-therapy. In *Ethics and professional issues in couple and family therapy* (pp. 271-292). Routledge.

Wrape, E. R., & McGinn, M. M. (2019). Clinical and ethical considerations for delivering couple and family therapy via telehealth. *Journal of marital and family therapy*, 45(2), 296-308.

https://onlinelibrary.wiley.com/doi/pdf/10.1111/jmft.12319?casa_token=kJMupA8IbaEA AAAA:HGzPnYx7_AuQv3C5xLhNOoijNQunJm3UMrvGJj69fklamY1TOSC8Cf82uHmuG_YOu1WQcHCYx5wupKU

Supplemental Resources: (not required)

An Introduction to Setting up a Telebehavioral Health Practice: Competencies and Considerations: <https://youtu.be/dj4DJWVXXTM>

Maheu, M. M., Drude, K. P., Hertlein, K. M., & Hilty, D. M. (2018). A framework of interprofessional telebehavioral health competencies: implementation and challenges moving forward. *Academic Psychiatry*, 42(6), 825-833.

<http://link.springer.com/article/10.1007/s40596-018-0988-1#Tab1>

Myers, K., Nelson, E. L., Rabinowitz, T., Hilty, D., Baker, D., Barnwell, S. S., ... & Comer, J. S. (2017). American telemedicine association practice guidelines for telemental health with children and adolescents. *Telemedicine and e-Health*, 23(10), 779-804.
https://www.researchgate.net/publication/319965005_American_Telemedicine_Association_Practice_Guidelines_for_Telemental_Health_with_Children_and_Adolescents

SAMSHA Telebehavioral Health – What Every Provider Needs to Know
<https://youtu.be/eflKAUCjKEE>

Additional Course Policies

Issues of Privacy and Confidentiality - Given the potentially sensitive nature of the course topics we need a supportive and respectful environment that allows the ability to share viewpoints, experiences, and thoughts. Please do not discuss anything that people share in class with others outside of the class. In other words, please exercise confidentiality, any discussion in the class should stay in the class

Inclusive/Expansive Language – The practice of using inclusive language is encouraged of all LPTS staff, students, and faculty. In classroom discussions and writing assignments it is important to avoid divisive terms that reinforce stereotypes or are pejorative. Please access the following web page for resources to assist in using non-biased language:

<http://www.lpts.edu/academics/academic-resources/guides-policies-and-handbooks/inclusive-and-expansive-language>

Late work – Assignments are due on the due date specified in the syllabus unless otherwise specified. Due dates for every assignment are provided on the course syllabus and course schedule. **An assignment submitted within 24 hours of the due date will only be eligible for 80% of the maximum number of points allotted. Assignments submitted more than 24 hours after the due date will not be accepted.**

Writing guidelines - All assignments should be submitted typed in 12-point font using Times New Roman one-inch margins, and double-spaced. Homework assignments assume a certain level of writing skills, and points will be deducted if your writing assignments are difficult to read due to poor writing. If you need assistance with your writing, please visit the LPTS online writing lab, <http://lpts.libguides.com/OWL>, or schedule an appointment with the academic support center (ASC).

All assignments should be completed using APA format 7th edition.

If you have questions, please see the following resources:

American Psychological Association. (2010). *Publication manual of the American Psychological Association*. Washington, DC: American Psychological Association.

Purdue Online Writing Lab: <http://owl.english.purdue.edu/owl/resource/560/01>

Assignments that do not meet the writing guidelines will be returned for correction and will not be graded until corrected. Assignments will be reduced by 10% for each day (including the initial due date) after the assignment is late due to failure to adhere to the writing guidelines.

Drop/Withdrawal - If you decide to withdraw from this course, you must follow the Registrar's Office's specified procedures. A student can change course load during the first two weeks of regular semesters with no notation on their transcript. After the first two weeks, the student may withdraw and receive a WP or WF notation. Withdrawal from a course during the last four

weeks of class will result in a failing grade; withdrawal for medical reasons may be an exception. Students seeking a withdraw-medical (WM) must file a formal written request with the Dean of the Seminary no later than 5 p.m. of the last day of classes of the term in which the course is taught. In the case of medical causes, a student who receives a withdraw-medical will be required to submit to the Dean of the Seminary certification from the treating physician or therapist of the student's ability to resume academic and professional work before being readmitted to classes in the following term or semester. Due to the shortened nature of this course, talk with the Registrar as soon as you believe you may need to drop/withdraw from this course.

Academic Honesty - All work turned in to the instructor is expected to be the work of the student whose name appears on the assignment. Any borrowing of the ideas or the words of others must be acknowledged by quotation marks (where appropriate) and by citation of author and source. Use of another's language or ideas from online resources is included in this policy, and must be attributed to author and source of the work being cited. Failure to do so constitutes plagiarism, and may result in failure of the course. Multiple occurrences of plagiarism may result in dismissal from the Seminary. Students unfamiliar with issues relating to academic honesty can find help from the staff in the Academic Support Center. For the Seminary policy, Student Handbook, p. 16.

Accommodations - Students requiring accommodations for a documented physical or learning disability should be in contact with the Director of the Academic Support Center during the first two weeks of a semester. Anyone who feels they may need an accommodation based on the impact of a disability should contact me to arrange an appointment within the first class session. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. Students with environmental or other sensitivities that may affect their learning are also encouraged to speak with the instructor.