



CAMPBELL
UNIVERSITY

Behavioral Health

Jerry M. Wallace School of Osteopathic Medicine

Doctor of Behavioral Health Program

Program Director:

Jeff Krepps, PhD

Director of Behavioral Health Education

Associate Professor of Behavioral Health

Campbell University School of Osteopathic Medicine

Email: krepps@campbell.edu

Office: (919) 893-1741

Program Student Learning Outcomes (PSLO):	Upon successful completion of this program: • PSLO1 - Students will be able to establish rapport quickly and to communicate effectively with consumers of healthcare, their family members, and other healthcare providers. • PSLO2 - Students will be able to function effectively as a member of an interprofessional team that includes behavioral health and primary care providers, specialty care providers, nurses, healthcare consumers, family members, and others involved in patient care. • PSLO3 - Students will be able to conduct brief, evidence-based and developmentally appropriate screening for behavioral health and common physical health issues in primary care and conduct or arrange for more detailed assessments when indicated. • PSLO4 - Students will be able to create and implement interprofessional integrated care plans, ensuring access to an array of linked services, and effectively exchange information with consumers, family members, and providers. • PSLO5 - Students will be able to provide a range of brief-therapy interventions, psychoeducation, health promotion and wellness services, focused prevention, treatment, treatment adherence, and recovery services, as well as longer-term treatment and support for consumers with persistent illnesses. • PSLO6 - Students will be able to provide services that are relevant to the culture of the consumer and their family. • PSLO7 - Students will be able to function effectively within the organizational and financial structures of the local system of healthcare. • PSLO8 - Students will be able to assess and continually improve the services delivered as an individual provider and as an interprofessional team.
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DBH PROGRAM DESCRIPTION

The Doctor of Behavioral Health Program prepares students for advanced careers in integrated healthcare settings. Throughout the program, students are prepared with the knowledge and skills to meet the specific demands of working as part of an interprofessional team to deliver whole-person health care to a diverse patient population. Given the complexity of today's healthcare system, the program also focuses on physician/healthcare provider wellness, and students are prepared to address provider wellness at both the individual and organizational levels. With an emphasis on preparing leaders in integrated behavioral health, graduates of this program will be well-equipped to develop, implement, and effectively lead integrated behavioral health programs in a variety of medical settings.

DBH PROGRAM CURRICULUM

Course Title	Course Number	Credit Hours
Models of Behavioral Health Integration and Service Delivery	DBEH 600	3
Theories of Health Behavior and Health Promotion	DBEH 602	3
Advanced Systems Thinking	DBEH 604	3
Multidimensional Wellness	DBEH 610	3
Collaborative and Team-Based Healthcare	DBEH 614	3
Developing Comprehensive Workplace Wellness Programs	DBEH 616	3
Psychopharmacology for Behavioral Health Providers	DBEH 620	3
Integrated Behavioral Health in Primary Care	DBEH 624	3
Physician and Healthcare Professional Wellness	DBEH 632	3
Working with Specific Populations in Integrated Behavioral Health	DBEH 640	3
Families, Systems, And Health	DBEH 700	3
Mind, Body, and Behavior	DBEH 702	3
Teaching and Supervision	DBEH 705	3
Behavioral Health Program Development and Evaluation	DBEH 710	3
Leadership and Administration of Behavioral Health Programs	DBEH 712	3
Behavioral Health Intervention in Integrated Medical Settings I	DBEH 720	3
Body Systems and Medical Terminology for Behavioral Health Providers	DBEH 722	3
Behavioral Health Intervention in Integrated Medical Settings II	DBEH 724	3
Clinical Track Capstone Project	DBEH 726	3

The Doctor of Behavioral Health program curriculum requires 57 credit hours (19 courses) for completion. All students must successfully complete and pass the Final Capstone Project to meet the requirements for graduation.

DBH Program Course Descriptions

DBEH 600—Models of Behavioral Health Integration and Service Delivery

This course provides an overview of behavioral health integration in primary care. Students will be introduced to the history and development of integration in primary care, the development of the patient centered medical home, levels of collaboration, and current models of integrated behavioral health in primary care, including the collaborative care model and the primary care behavioral health model. Through a review of literature and research, students will develop an understanding of current practices in integrated behavioral health, interprofessional collaboration and patient care, the research on patient outcomes, the impact of integration on provider satisfaction, fiscal and ethical issues, and consider the future development of integrated behavioral health.

DBEH 602— Theories of Health Behavior and Health Promotion

This course provides an overview of individual and population-based theories of health behavior and health behavior change and addresses barriers and facilitators of lifestyle change and disease management. Throughout the course, students will be introduced to a variety of interventions focused on lifestyle and disease prevention, as well as chronic disease management. Interventions to help support health behavior change across systems will also be explored.

DBEH 604— Advanced Systems Thinking

This course is an exploration of systems theories and systems thinking. Students will be introduced to general systems theory, cybernetics, family systems theories, organizational systems, and the biopsychosocial systems approach. Throughout the course, systems theories/systems thinking will be considered from the perspectives of the individual as system, the individual in relationship to the environment, and human relationship systems. The application of systems theories/thinking will be considered within the context of primary and specialty care medical settings, with an emphasis on implementation of integrated behavioral health interventions, barriers to and facilitators of implementation, team dynamics/communication, collaboration and care coordination, and provider/patient relationships and patient care.

DBEH 610— Multidimensional Wellness

In this course, students will be introduced to the concept of Wellness. The course provides an in-depth exploration of multidimensional wellness, providing an understanding of the interplay between various aspects of health and well-being. Students will be introduced to wellness assessment and intervention and explore the role of wellness in individual functioning, illness/disease prevention, and the management of chronic illness. The application of multidimensional wellness concepts and practices with healthcare professionals and patients in integrated medical settings will be a primary focus of this course. As part of the course, students will assess their own level of wellness across multiple dimensions and develop a personal wellness plan.

DBEH 614— Collaborative and Team-Based Healthcare

In this course, students will explore the literature on collaboration and teamwork, with an emphasis on interprofessional collaboration in healthcare settings. Students will consider the

importance of organizational and systems support, administration and leadership, practice culture, team structure and roles, skills and attitudes on the effectiveness and success of collaborative and team-oriented healthcare.

DBEH 616— Developing Comprehensive Workplace Wellness Programs

In today's dynamic work environment, organizations recognize the importance of employee well-being. In this course, students will engage in a comprehensive exploration of workplace wellness programs, equipping students with the knowledge and skills needed to design, implement, and evaluate effective wellness initiatives. By integrating evidence-based practices, students will learn how to foster a holistic approach to employee health and wellness, enhance productivity, and create a positive workplace culture.

DBEH 620— Psychopharmacology for Behavioral Health Providers (Clinical Track)

This course provides an in-depth exploration of psychopharmacology within the context of behavioral health treatment. Designed for behavioral health professionals, it delves into the history, mechanisms of action, and clinical applications of psychotropic medications. By the end of this course, students will be prepared to navigate the complex landscape of psychopharmacology in an integrated behavioral health medical setting.

DBEH 624— Integrated Behavioral Health in Primary Care

This course is an introduction to integrated BH in a primary care setting. The course will focus on collaboration with primary care providers, workflow, behavioral health consultant core competencies, interprofessional education core competencies, practice management skills, initial and follow-up consultations, screening and assessment, an introduction to common interventions, and common behavioral health concerns in primary care.

DBEH 630— Healthcare Systems and Healthcare Policy (Administrative Track)

In this course, students explore the complex landscape of healthcare delivery, financing, and policy. Students will examine the interplay between healthcare systems, government regulations, and public policy. Key topics include access to care, cost containment, quality improvement, and ethical considerations. The course aims to equip students with an understanding of healthcare systems, policy development, and the role of various stakeholders in shaping the future of healthcare. Through case studies, analysis of real-world policies, and critical discussions, students will gain the knowledge and skills needed to navigate the dynamic healthcare environment.

DBEH 632— Physician and Healthcare Professional Wellness

In this course focused on Physician and Healthcare Professional Wellness, students are prepared to address the unique well-being needs of physicians, nurses, and other healthcare professionals. As the demands of the healthcare industry continue to evolve, it is essential to equip professionals with strategies to maintain their physical, mental, and emotional health. This course aims to equip participants with the knowledge and skills necessary to support the well-being of physicians and other healthcare professionals. Through evidence-based techniques, participants will learn how to enhance personal resilience, prevent burnout, and promote wellness within the demanding healthcare environment.

DBEH 640— Working with Specific Populations in Integrated Behavioral Health

In this course, students are equipped with specialized knowledge and skills to address the unique needs of specific populations within integrated behavioral health settings. Students will explore evidence-based interventions, population-specific epidemiology, interdisciplinary

collaboration, and populations with specific needs to enhance patient outcomes. By understanding the nuances of working with diverse groups and specified populations, students will be prepared to lead and innovate in integrated care environments.

DBEH 700— Families, Systems, and Health

This course provides a deeper dive into family systems therapies and interventions in integrated behavioral health settings. The influence of family organization, communication, interaction, emotional process, beliefs, and other systemic processes will be explored and the impact on health behaviors, treatment adherence, and overall engagement with the healthcare system will be considered. Students will be introduced to the use of family medical genograms, family mapping, and other systems-oriented assessments and interventions. The role of larger systems on health and wellness will also be analyzed.

DBEH 702— Mind, Body, and Behavior

This course will investigate contemporary theories of mind, body, and behavior. Students will be introduced to mind-body medicine and mind-body psychology as the connections between mind-body are examined. Students will also explore contemporary neuroscience informed theories and concepts, such as the predictive brain, predictive coding, predictive processing, active inference, belief propagation, interoception, and allostasis. The relationships between prediction, affect, and behavior will be discussed. Students will compare and contrast contemporary neuroscience informed theories and traditional stimulus-response behavioral theories. Finally, psychophysiological disorders (PPD) and interventions will be introduced and discussed.

DBEH 705— Teaching and Supervision

In this course, students will explore the intersection of teaching and supervision within the context of behavioral health professions and integrated care. As future educators, supervisors, and leaders, students will explore theoretical foundations, practical strategies, and ethical considerations related to effective teaching and supervision. By the end of this course, students will be well-prepared to excel as educators, mentors, and supervisors in behavioral health and educational settings. They will have the knowledge and skills necessary to foster growth, promote best practices, and contribute to the development of future professionals.

DBEH 710— Behavioral Health Program Development and Evaluation

In this course, students are equipped with the knowledge and skills necessary to develop, implement, and evaluate effective behavioral health and quality improvement programs. Participants will explore theoretical foundations, practical strategies, and ethical considerations related to program development and evaluation of integrated behavioral health programs and quality improvement projects. During the course, students will go through the process of developing a behavioral health program or quality improvement project, implementation plan, and related evaluation tools. By the end of this course, students will be well-prepared to contribute to the advancement of integrated behavioral health/healthcare practice through evidence-based program development and evaluation.

DBEH 712— Leadership and Administration of Behavioral Health Programs

In this course, students are equipped with advanced knowledge and skills in the leadership and administration of behavioral health programs in integrated healthcare settings. The course prepares students by providing the knowledge and skills necessary to navigate the complex landscape of behavioral health and healthcare services administration. Upon successful completion of this course, students will be well-prepared to function effectively within the

organizational and financial structures of the local system of healthcare and assume leadership and administrative roles in behavioral health organizations and integrated behavioral health programs, develop shared vision and innovation, contribute to policy development, and drive positive change in behavioral health services and collaborative and team-based healthcare.

DBEH 720— Behavioral Health Intervention in Integrated Medical Settings I

This course provides an in-depth exploration into brief behavioral change models as applied in integrated medical settings (e.g. solution focused models, focused acceptance and commitment therapy (FACT), brief therapy approaches, motivational interviewing, behavioral activation, others). In this course, students will learn basic theory and concepts, develop assessment skills, and practice intervention skills.

DBEH 722— Body Systems and Medical Terminology for Behavioral Health Providers

This course examines essential medical terminology and vocabulary relevant to behavioral health providers working in integrated healthcare settings. The focus is on understanding terminology related to human anatomy, physiology, body systems, and medical diagnoses. By the end of the course, students will be proficient in the following areas: Medical Terminology Foundations, Body Systems (major body systems and their associated terminology), Diagnostic and Symptomatic Terms (recognize and define terms commonly used in diagnoses and symptoms), and commonly used medical abbreviations and acronyms. This course provides a solid foundation for effective communication, collaboration, and documentation within integrated healthcare settings and will enhance the behavioral health professional's ability to provide quality care and navigate the complexities of healthcare terminology.

DBEH 724— Behavioral Health Intervention in Integrated Medical Settings II

Building on the knowledge gained in DBEH 614 and DBEH 720, this course will focus on behavioral health intervention as part of whole healthcare in integrated settings. The role of the behavioral health clinician as a member of an interprofessional healthcare team will be explored, and students will engage in activities focused on interprofessional care planning and care coordination. Students will also expand their practical interventions skills through exploration and practice of contemporary mind-body therapy interventions, assessment and intervention of psychophysiological disorders, trauma-informed approaches to intervention, and assessment of adverse childhood events (ACE's). By the end of this course, students will be well prepared to provide behavioral health assessments and interventions in integrated settings and collaborate with other members of the healthcare team to plan and coordinate comprehensive healthcare.

DBEH 726— DBH Capstone Project

The final capstone project is a demonstration of advanced knowledge and skills in the field of behavioral health and healthcare integration and aims to prepare doctoral-level practitioners and leaders who can effectively address complex behavioral health challenges. Students will investigate an area of interest relevant to their intended career path and incrementally develop a project through literature reviews and other assignments throughout the program. During the final capstone project, students will implement and evaluate the project culminating in a final presentation of the project and outcomes to faculty. At the conclusion of this course, students will be well prepared to develop and evaluate behavioral health programs, wellness programs and quality improvement projects relevant to patients, healthcare providers, and the ever-evolving healthcare system.

Doctor of Behavioral Health Program (DBEH) Course Sequence—Full Time (Two Year Completion)

YEAR ONE

Fall One (6 credits)	Fall Two (6 credits)	Spring One (6 credits)	Spring Two (6 credits)	Summer (6 credits)	Total Credits
DBEH 600: Models of Behavioral Health Integration & Service Delivery (3)	DBEH 604: Advanced Systems Thinking (3)	DBEH 614: Collaborative and Team-Based Healthcare (3)	DBEH 620: Psychopharmacolo gy for Behavioral Health Providers	DBEH 632: Physician and Healthcare Professional Wellness (3)	30
DBEH 602: Theories of Health Behavior & Health Promotion (3)	DBEH 610: Multidimensiona l Wellness (3)	DBEH 616: Developing Comprehensive Workplace Wellness Programs (3)	DBEH 624: Integrated Behavioral Health in Primary Care (3)	DBEH 640: Working with Specific Populations in Integrated Behavioral Health (3)	

YEAR TWO

Fall One (6 credits)	Fall Two (6 credits)	Spring One (6 credits)	Spring Two (6 credits)	Summer (3 credits)	Total Credits
DBEH 720: Behavioral Health Intervention in Integrated Medical Settings I (3)	DBEH 722: Body Systems and Medical Terminology for Behavioral Health Providers (3)	DBEH 724: Behavioral Health Intervention in Integrated Medical Settings II (3)	DBEH 710: Behavioral Health Program Development and Evaluation (3)	DBEH 726: Capstone Project (3)	27
DBEH 700: Families, Systems, and Health (3)	DBEH 702: Mind, Body, and Behavior	DBEH 705: Teaching and Supervision (3)	DBEH 712: Leadership and Administration of Behavioral Health Programs (3)		

Admissions and Graduation Requirements for the Program

Requirements for Admission:

The minimum application requirements for admission to the DBH program include:

1. Applicants must have earned a graduate degree from an accredited program within their respective field.
 - a. Applicants must have earned a master's degree from an accredited mental health counseling program, marriage and family therapy program, or clinical social work program, and must be licensed or license-eligible within their respective profession.
 - b. Licensed nurse practitioners who hold the Psychiatric-Mental Health Nurse Practitioner (PMHNP) certification are also eligible for admission.
 - c. Other master's-level mental health related degrees may be considered on a case-by-case basis.
2. Three professional letters of recommendation
 - a. Professional letters of recommendation should be written by individuals who can speak to your character, clinical skills, potential for leadership, and ability to succeed as a doctoral student (e.g., current/former professor, current/former clinical supervisor, manager, professional colleague).
 - b. Only one recommendation can be written by a professional colleague.
3. Personal statement (500-1000 words) outlining career goals, reasons for pursuing the Doctor of Behavioral Health Degree, and how the program aligns with professional aspirations.
4. Cumulative minimum undergraduate and graduate GPA of 3.0 on a 4.0 scale.
 - a. Official undergraduate and graduate transcripts required.
 - b. Applicants can submit unofficial transcripts to begin the application process; however, the DBH program must have official transcripts on file prior to matriculation into the program.
5. Current Resume or Curriculum Vitae (CV)

The Program Director and program faculty will review all applications to confirm that minimum admission requirements have been met and will review letters of recommendation and personal statements. Selected candidates will be invited for an online/virtual interview. Following the interview process, the DBH Program Director will notify applicants of an admission decision via email and an official decision letter via the U.S. Postal Service.

Admission Process:

The application period will begin on December 1 of each year, ending on March 31 of the following year. The program director and program faculty will review all applications to confirm that minimum admission requirements have been met and will review letters of recommendation and personal statements. Selected candidates will be invited for an

online/virtual interview. Following the interview process, the DBH program director will notify applicants of an admission decision via email and official decision letter via U.S. Postal Service.

Graduation Requirements:

For the Doctor of Behavioral Health degree, students must complete 57 credit hours of coursework and successfully complete the final capstone project. All coursework must be completed at Campbell University. Upon completion of 57 credit hours, students must have a cumulative grade of “B” (G.P.A = 3.0) or higher to graduate.