COUN 634 ASSESSMENT PROCEDURES FOR CLINICAL MENTAL HEALTH COUNSELORS-CrsRvs-2016-03-12

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- *If DUAL LISTED list BOTH courses in the page title*

Second Step: Click **"SAVE"** on bottom right

- *DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- *Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word *DRAFT* is in yellow at the top of the proposal

Fourth Step: Click on "**EDIT CONTENTS** "(not EDIT) and start completing the template. When exiting or when done, click **"SAVE"** on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.
*Indicates a required field

Proposer*	KIM DESMOND	Proposer Email*	KDESMOND@IUP.EDU
Contact Person*	KIM DESMOND	Contact Email*	KDESMOND@IUP.EDU
Proposing Department/Unit*	COUNSELING	Contact Phone*	724-357-2306

Course Level*	graduate-level

Course Revisions
(Check all that apply;fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:
	
	course_revision
	
	*Teacher Education: Please complete the Teacher
	
	  Education section of this form (below)
	
	*Liberal Studies: Please complete the Liberal Studies
	
	  section of this form (below)
	
	*Distance Education: Please complete the Distance
	
	  Education section of this form (below)*

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised /deleted:*	THE CURRENT OUTCOMES ARE BEING UPDATED TO REFLECT THE MOST CURRENT COUNCIL FOR ACCREDITATION OF COUNSELING AND RELATED EDUCATIONAL PROGRAMS (CACREP) 2016 STANDARDS.
(B) University Senate Summary of Rationale*	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.*

Current objectives	Proposed outcomes
1. An ability to integrate the assessment and counseling processes in clinical work. For example, students will demonstrate the use of both processes via role plays and other class activities.	1. Integrate **informal/formal** assessment into the counseling processes and **client reports**. For example, students will demonstrate the use of both processes via role plays and other class activities.
2. An increased understanding in issues of psychometrics and test construction (e.g., validity, reliability, etc.), including such issues related to computer-aided methods of assessment.	2. Describe issues of psychometrics and test construction (e.g., validity, reliability, etc.), including such issues related to computer-aided methods of assessment.
3. A development of clinical judgment to determine appropriate assessment interventions to assist in treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.	3. Apply clinical judgment to determine appropriate assessment interventions to assist in treatment planning, **which includes test user qualifications and** an awareness of cultural bias in the implementation and interpretation of assessment protocols. 4. Articulate an increased sensitivity to the cross-cultural and multi-cultural issues, including those impacting persons with disabilities, that arise in testing and assessment.
4. An increased sensitivity to the cross-cultural and multi-cultural issues, including those impacting persons with disabilities, that arise in testing and assessment.	5. Compare and contrast various types of **formal/informal and standardized/non-standardized** instruments and procedures as well as their strengths and limitations in order to make meaningful conclusions about clients.
5. An increased understanding of the various types of formal and informal instruments and procedures as well as their strengths and limitations in order to make meaningful conclusions about clients.	6. Integrate information from various informal and formal assessment results to write an accurate client summary.
6. An ability to integrate information from various informal and formal assessment results to write an accurate client summary.	7. Use procedures for assessing and managing risk and danger to self /others.
7. Demonstrates the ability to use procedures for assessing and managing risk and danger to self/others.	8. Discuss various models and approaches to clinical evaluation and their appropriate uses, including diagnostic tools, interviews, mental status examinations, symptom inventories**/checklists**, substance use screens/tools, and **general ability tests, and aptitude** and personality assessments.
8. Demonstrates an understanding of various models and approaches to clinical evaluation and their appropriate uses, including diagnostic tools, interviews, mental status examinations, symptom inventories, substance use screens/tools, and psychoeducational and personality assessments.	9. Select,, administer, score, evaluate, interpret, and communicate assessment results in a developmentally appropriate language with care given to multicultural, legal, and ethical issues.
9. Demonstrates competencies in selection, administration, scoring, evaluation, interpretation, and communication of assessment results in a developmentally appropriate language with care given to multicultural, legal, and ethical issues.	
	10. Demonstrate comprehension of environmental assessments and the use of behavioral observations. [NEW OBJECTIVE]
	11. Articulate critical developments and key individuals in the history of assessment and testing in the Counseling profession. [NEW OBJECTIVE]

(C) Implications of the change on the program, other programs and the Students:*	THE CHANGE WILL REFLECT CURRENT CONTENT AND STANDARDS IN THE COUNSELING PROFESSION. THERE ARE NO DIRECT IMPLICATIONS FOR OTHER PROGRAMS OR STUDENTS.		

Current Course Information*		**Proposed Changes**	
Category A			
(D) Current Prefix*	COUN	**Proposed Prefix**	
(E) Current Number*	634	**Proposed Number**	
(F) Current Course Title*	ASSESSMENT PROCEDURES FOR CLINICAL MENTAL HEALTH COUNSELORS	**Proposed Course Title**	
(G) Prerequisite (s)		**Proposed Prerequisite (s)**	
(H) Current Catalog Description		**Proposed Catalog Description**	
If changing Category A, no further action required.			
Category B (if no change, leave blank)			
(I) Number of Credits	Class Hours: Lab Hours: Credits:	**Proposed Number of Credits**	Class Hours: Lab Hours: Credits:
(J) Current Course (Student Learning) Outcomes		**Proposed Course (Student Learning) Outcomes**	
(K) Dual Listed Courses Only: List Current Learning Outcomes for the Higher-Level Course		**Dual Listed Courses Only: List Proposed Learning Outcomes for the Higher-Level Course**	
(L) Brief Course Outline *(It is acceptable to copy* *from old syllabus)*	*As outlined by the federal definition of a "credit hour", the following should be a consideration* *regarding student work - For every one hour of classroom or direct faculty instruction,* *there should be a minimum of two hours of out of class student work.*	**Brief Course Outline** *(Give sufficient detail to communicate the* *content to faculty across campus.* *It is not necessary to include specific* *readings, calendar or assignments)*	*As outlined by the federal definition of a "credit hour", the following should be a consideration* *regarding student work - For every one hour of classroom or direct faculty instruction,* *there should be a minimum of two hours of out of class student work.*

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

If Completing this Section, Check the Box to the Right:	
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
Brief Course Outline	*Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments* *As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or* *direct faculty instruction, there should be a minimum of two hours of out of class student work.*
Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?	
For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.	
How will the instructor-student and student-student interaction take place? (if applicable)	
How will student achievement be evaluated?	
How will academic honesty for tests and assignments be addressed?	

Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	
Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*
All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. **Please answer the following questions.**	
Liberal Studies courses must include **the perspectives and contributions** **of ethnic and racial minorities and** **of women whenever appropriate to** **the subject matter. Please explain** **how this course will meet this** **criterion.**	
Liberal Studies courses require the **reading and use by students of at** **least one non-textbook work of** **fiction or non-fiction or a collection** **of related articles. Please describe** **how your course will meet this** **criterion.**	

Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

If Completing this Section, Check the Box to the Right:	
Course Designations:	
Key Assessments	
	For both new and revised courses, please attach (see the program education coordinator): • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric **File** **Modified** ——————————————— No files shared here yet. Drag and drop to upload or browse for files
Narrative Description of the Required Content	*How the proposal relates to the Education Major*

For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions http://ihelp.iup.edu