

GCOE 781 Title-Mental Health Diagnosis and Interventions for the School Professional-2016-02-16

- 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-NewCrs-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*	724-357-3812

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 GCOE
(B) Course Number*	<i>If Dual Listed, enter both course numbers</i> 781
(C) Course Title*	Mental Health Diagnosis and Interventions for the School Professional
(D) Course Level*	graduate-level
(E) Cross Listed*	<i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):

(H) Number of Credits*	<p>Class Hours:2.5</p> <p>Lab Hours:0</p> <p>Credits:3</p>
(I) Prerequisite (s)	None
(J) Co-requisite (s)	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
(K) Additional Information	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p>
(L) Recommended Class Size	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>
(M) Catalog Description*	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>This course is designed for graduate students wishing to enhance their knowledge of children and adolescents with mental health diagnoses. Students will be provided current information on the most common disorders given to school-age youth and the negative impact socioemotional issues can have on educational attainment. Prevention and intervention oriented approaches for use in the school will be described. Students enrolled in the course will begin to plan, implement, and evaluate interventions to facilitate student success.</p>
(N) Student Learning Outcomes*	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course.</i></p> <p>Students will be able to identify common mental health diagnoses in school-aged youth and the impact on education success.</p> <p>Students will be able to describe the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.</p> <p>Students will be able to apply strategies and interventions designed to enhance the learning environment in schools.</p> <p>Students will be able to demonstrate the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).</p> <p>Students will be able to formulate appropriate prevention and intervention strategies for working with diagnosed students.</p> <p>Students will demonstrate an understanding of the relevant behaviors, symptoms, and etiologies of the major clinical syndromes often diagnosed in school-aged children and adolescents.</p> <p>Students will be able to identify various interventions and approaches to aid in student success.</p> <p>Students will be able to articulate a familiarity with the social, cultural, and political factors related to commonly used diagnostic tools.</p>

(O) Brief Course Outline*	<p><i>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</i></p> <p><i>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.</i></p> <p>Topic 1: Course Introduction, Review of Syllabus, Attention Deficit Hyperactivity Disorder</p> <p>Topic 2: Externalizing Behavior Disorders: Supporting Students with Aggression and Violent Tendencies</p> <p>Topic 3: Internalizing Behavior Disorders: Supporting Students with Depression, Anxiety, and Self-Injurious Behavior</p> <p>Topic 4: Eating Disorders, Obesity, and Body Image Concerns: Prevention and Intervention</p> <p>Topic 5: Substance Use Disorders: Implications for School Counseling Practice</p> <p>Topic 6: Child Sexual Abuse</p> <p>Topic 7: Students with Severe Acting Out Behavior: A Family Intervention Approach</p> <p>Topic 8: Suicide Issues</p> <p>Topic 9: Specific Learning Disorders</p> <p>Topic 10: School personnel role(s) in treatment of mental health diagnoses</p>
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Rationale for Proposal

(P) Why is this Course Being Proposed?*	Graduate Level Elective
(Q) University Senate Summary of Rationale	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course has been successfully offered three times as an elective for graduate students. It is now being proposed as a new course, so that students have the option of this elective during their graduate studies.</p>
(R) How Does it Fit into the Departmental Curriculum?*	<p><i>Check all that apply</i></p> <p>Free Elective</p> <p>If Other, please explain:</p>
(S) Is a Similar Class Offered in Other Departments?*	<p>NO</p> <p>Please Provide Comment:</p>
(T) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	<p>YES</p> <p>Please Provide Comment:</p> <p>This course is open to all graduate students</p>

(U) Who is the Target Audience for the Course?*	<p>Open to Any Student</p> <p>If Other, please explain:</p>				
(V) Implications for Other Departments*	<p>A. What are the implications for other departments?</p> <p>(For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>There does not appear to be overlap of content with other disciplines. It would be an elective option available to all graduate students.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p>				
(W) Attach Supporting Documents for Implications, if Necessary	<table border="1"> <thead> <tr> <th data-bbox="446 768 511 814">File</th> <th data-bbox="511 768 695 814">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="446 814 695 856"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
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(X) Are the Resources Adequate?*	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

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:	distance-education
Course Prefix /Number	GCOE 781
Course Title	Mental Health Diagnosis and Interventions for the School Professional
Type of Proposal	<p><i>See CBA, Art. 42.D.1 for Definition</i></p> <p>online</p>

<p>Brief Course Outline</p>	<p><i>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</i></p> <p><i>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.</i></p> <p>Learning Module 1</p> <p>Course Introduction, Review of Syllabus, Attention Deficit Hyperactivity Disorder, Externalizing Behavior Disorders: Supporting Students with Aggression and Violent Tendencies</p> <p>Learning Module 2</p> <p>Internalizing Behavior Disorders: Supporting Students with Depression, Anxiety, and Self-Injurious Behavior, Eating Disorders, Obesity, and Body Image Concerns: Prevention and Intervention</p> <p>Learning Module 3</p> <p>Substance Use Disorders: Implications for School Counseling Practice, Child Sexual Abuse</p> <p>Learning Module 4</p> <p>Students with Severe Acting Out Behavior: A Family Intervention Approach, Suicide Issues</p> <p>Learning Module 5</p> <p>Specific Learning Disorders</p>
<p>Rationale for Proposal (Required Questions from CBA)</p>	
<p>How is/are the instructor (s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>a. Dr. Desmond is qualified in the distance education delivery method. She successfully taught the following courses using online delivery: COUN 628 801/802 Management of a Professional School Counseling Program, COUN 615 801 Counseling Across the Lifespan, EDUC 781 801/802 Leadership in the School, EDUC 781 801 Advanced Leadership in the School, COUN 626 801/802 Career Education in the Schools, COUN 636 Career Counseling and EDUC 781 801 Mental Health Diagnosis and Interventions for the School Professional</p> <p>b. Dr. Desmond uses D2L to support all of the courses she teaches. More specifically, assignments are submitted, posted, and tracked through the course management system.</p> <p>c. She has also developed and taught three courses completely online at her previous institution using Blackboard.</p> <p>d. In addition, she has attended training for integration of technology into existing courses within the past two years.</p> <p>e. Dr. Desmond is qualified in her discipline. She has earned a Ph.D. in Counselor Education and Supervision. She is qualified to teach graduate courses at the Master's and Doctoral levels as approved by the university.</p>

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	Students will be able to identify common mental health diagnoses in school-aged youth and the impact on education success.	Discussion Forums, Module Assignments, Summative Assignment (SA)
	Students will be able to describe the importance of family, social networks, and community systems in the treatment of mental and emotional disorders	Discussion Forums, Module Assignments, Quizzes
	Students will be able to apply strategies and interventions designed to enhance the learning environment in schools.	Discussion Forums, SA
	Students will be able to demonstrate the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM).	Discussion Forums, Module Assignments, Quizzes
	Students will be able to formulate appropriate prevention and intervention strategies for working with diagnosed students.	Module Assignments, SA
	Students will demonstrate an understanding of the relevant behaviors, symptoms, and etiologies of the major clinical syndromes often diagnosed in school-aged children and adolescents.	Module Assignments, Quizzes
	Students will be able to identify various interventions and approaches to aid in student success.	Discussion Forums, Quizzes
	Students will be able to articulate a familiarity with the social, cultural, and political factors related to commonly used diagnostic tools.	Discussion Forums, Module Assignments

<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<ol style="list-style-type: none"> Instructor-student interaction will take place through Discussion Forum, university email, and the professor will be available during scheduled times through live chat. A general Discussion Forum will be available for student questions related to the course. Students will have the opportunity to post questions related to course assignments, requirements, and professor expectations. For more specific or personal student questions students will be able to: email the professor, ask the question during scheduled live chat, schedule an alternative time for a live chat, or meet during professor office hours in-person. Student-student interaction will take place through the Discussion Forum held every module. Students will be required to respond to peer and professor postings thus creating an online dialogue. Student participation in the Discussion Forums and their responses to their peers will be part of their grade for the class.
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<p>How will student achievement be evaluated?</p>	<ol style="list-style-type: none"> <p>1. Discussion Forums (30 points): Students are required to participate in five Discussion Forums throughout the session (one per module). Students will read and respond to a professor prompt each module. Students will earn 6 points per module for participation in the Discussion Board. The professor will grade participation based on the following criteria:</p> <ol style="list-style-type: none"> Thoughtful reflection of material presented; demonstration of critical thinking; integration of course material; and thorough, thought-provoking responses to peers. <p>***Students are required to make original posts as well as respond to peer postings.***</p> <p style="text-align: center;">Discussion Board Grading Rubric</p>
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0-1 points	2-3 points	4-5 points	6 points
Minimal total postings (e.g. 1) with minimal or no evidence of: Thoughtful reflection of material presented; critical thinking; integration of course material; and thorough, thought-provoking responses to peers. The student had little or no meaningful contributions to the online dialogue. The student did not respond to the initial questions posed by the professor.	Minimal total postings (e.g. 2-3) with little evidence of: Thoughtful reflection of material presented; critical thinking; integration of course material; and thorough, thought-provoking responses to peers. The student contributed minimally to the online dialogue and the majority of postings occurred at one time . The student responded minimally without depth to the initial questions posed by the professor.	Moderate total postings (e.g. 3-4) with clear evidence of: Thoughtful reflection of material presented; critical thinking; integration of course material; and thorough, thought-provoking responses to peers. The student was a partially active participant in the discussion board. Postings occurred throughout and student was part of the online dialogue. The student responded with adequate depth demonstrating critical thinking skills to the initial questions posed by the professor.	Several total postings (e.g. 4-5) with significant evidence of: Thoughtful reflection of material presented; critical thinking; integration of course material; and thorough, thought-provoking responses to peers. The student was an active participant in the discussion board adding to the depth of the dialogue. Postings occurred throughout and student was an integral part of the online dialogue. The online dialogue was enriched from the depth of the student response to the initial questions posed by the professor.

1. 2. **Learning Module Assignments:** (80 points; 20 points for each learning module) Students will be responsible for turning in assignments for each learning module. Students should incorporate professor feedback from module assignments into future assignments as well as the summative assignment. *Please save your assignment file as a .doc or .docx by your last name.*

1. 3. **Reverse Diagnosis (Summative Assignment):** (40 points) Each student will choose two diagnoses reviewed during the course. Based on the diagnostic criteria, students will provide one case description **for each diagnosis** including a description of: symptoms, interference with functioning at school/home, the effect of symptoms on individual, family, and school systems, and duration of symptoms. In addition, for each diagnosis include 3 possible intervention strategies to meet the student's needs in the school environment. This paper should be approximately 7 pages not including APA title page and references. Students should incorporate at least three professional resources (2005 or later) such as journals, books, websites, etc. into their paper. See below for rubric:

Grammar/APA format/Free from Typos _____/5
 Incorporation of appropriate sources _____/5
 Case Descriptions _____/16
 Interventions _____/14
 Total: _____/40

	Unacceptable (1)	Acceptable (2)	Target (3)
Reverse Diagnosis	Attempts to articulate the case descriptions but has organization difficulties and is not congruent with the diagnosis provided; does not include relevant intervention strategies; Includes few or no references to support case /interventions; Integrates none or very few course materials, Has many writing errors/ improper use of APA style.	Articulates a basic case description congruent with the diagnosis provided; Provides possible interventions that support case description; Includes acceptable number of references; Adequately integrates course material, Has few writing/APA errors style errors.	Thoroughly articulates a case description congruent with the diagnosis; Provides interventions that are supportive and effective with case description; Includes many relevant references; Thoughtfully reflects and integrates course material; Has no writing/APA style errors.

1. 4. **Quizzes:** (50 points) Students will take five (ten point) quizzes throughout the course to assess their understanding of class material. Students may take the quiz as many times as they like during the availability period. They may use their book to assist with completing the quiz. At the close of the quiz, the highest score will be recorded as the grade for that quiz. Each quiz will cover the chapters since the previous quiz. The quizzes are to be taken independently; students may **NOT** work with each other. Desire2Learn tracks very specific information in the quiz function, so please be sure to complete the quizzes independently.

How will academic honesty for tests and assignments be addressed?

- a. Students may take the quiz as many times as they like during the availability period. These quizzes will be open for a limited amount of time (60 minutes) and students are permitted to use their book as a resource. Quiz questions and multiple choice answers will appear randomly and one at a time. In addition, at the conclusion of the quiz students will only be able to see their score; once the quiz closes for the class, correct answers will be available.
- b. The remainder of the assignments will be reviewed and graded by the professor. Each assignment will be reviewed for authenticity. The modules, career project, and summative assignment are written papers that would be eligible for Turn-It-In. The Discussion Forum posts will be evaluated by the professor.

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	<i>Please mark the designation(s) that apply - must meet at least one</i>
Expected Undergraduate Student Learning Outcomes (EUSLOs)	<i>Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners</i> <i>See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694</i>
Description of the Required Content for this Category	<i>Narrative on how the course will address the Selected Category Content</i>

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	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
Narrative Description of the Required Content	<i>How the proposal relates to the Education Major</i>

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

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>