

EDSP 745 Counseling for School Psychologists-CrsRvs-2016-02-17

- 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*

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Proposing Department/Unit*	Educational and School Psychology	Contact Phone*	724 357-4787

Course Level*	graduate-level
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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: catalog_desc_change course_title_change mod_prereq	Category B: course_revision <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i> <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i> <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>

Rationale for Proposed Changes (All Categories)	
(A) Why is the course being revised/deleted:*	This course is being revised to conform with the proposed PhD Program in School Psychology.
(B) University Senate Summary of Rationale*	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i> This course is being revised to conform with the proposed PhD Program in School Psychology.

(C) Implications of the change on the program, other programs and the Students:*	The proposed change will benefit the proposed PhD Program because it will position the course to be an approvable component of the PhD Program by accrediting agencies (e.g., the American Psychological Association). The proposed change is not expected to impact other programs.
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Current Course Information*	Proposed Changes
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Category A			
(D) Cu rre nt Pr efi x*	EDSP	Pro pos ed Prefix	EDSP
(E) Cu rre nt Nu m be r*	745	Pro pos ed Num ber	745
(F) Cu rre nt Co ur se Tit le*	Crisis Intervention and Psychological Counseling of Exceptional Children	Pro pos ed Cou rse Title	Counseling for School Psychologists
(G) Pr er eq ui sit e (s)	None	Pro pos ed Prer equi site (s)	For approved School Psychology Candidates
(H) Cu rre nt Ca tal og De sc rip tion	This course is designed to provide educational psychology students with theoretical background and entry level skills for counseling children (K-12), who have special needs, and to assist their families with adjustment and coping skills. In addition to basic counseling techniques, students will be exposed to best practices in counseling multicultural populations and those with disabilities, and in crisis intervention. Emphasis will be on short term, goal oriented interventions. The role of the psychologist in the development and practice of the school crisis intervention team will also be addressed, as well as cooperative functioning with other service professionals in the schools	Pro pos ed Cata log Des crip tion	This course introduces students to the knowledge, techniques, skills, and processes basic to initiating, conducting, and terminating an effective counseling relationship with emphasis on the school setting. The course will expose students to a wide variety of conceptual models, but the focus will be on problems typically beginning in childhood and/or adolescence.

If changing Category A, no further action required.

Category B (if no change, leave blank)	
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(I) Nu m be r of Cr ed its	Class Hours: Lab Hours: Credits:	Pro pos ed Num ber of Cre dits	Class Hours: Lab Hours: Credits:
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<p>(J) Cu rr ent Co ur se</p> <p>(St ud en t Le ar ni ng)</p> <p>Ou tc o m es</p>	<p>Theory</p> <ol style="list-style-type: none"> 1. Knowledge of individual and systemic factors that influence change in human behavior 2. Awareness of the various theoretical formulations relating to change in human behavior and their resulting counseling techniques. These formulations will include psychoanalytic, person centered, behavioral, and cognitive approaches. 3. Understanding of the influence of systemic and resilience paradigms on the counseling process <p>Process</p> <ol style="list-style-type: none"> 1. Understanding of children as a special counseling population 2. Awareness of the influence of the school environment on the counseling process 3. Knowledge of law and professional ethics related to counseling in schools 4. Awareness of ways that characteristics of multicultural populations and those with disabilities affect best practices in counseling 5. Knowledge of roles and functions of other service professionals in schools <p>Application</p> <ol style="list-style-type: none"> 1. Development of skill in behavioral/cognitive counseling approaches with children of various populations 2. Development of skill in evaluating the degree of intensity of potential crisis situations 3. Development of skill in crisis counseling 4. Development of skill in building, maintaining, and participating in a school crisis intervention teams 5. Development of skill in planning and delivering in-service programs to school personnel that enhance the positive mental health environment in schools 	<p>Pro pos ed Co ur se</p> <p>(Stu dent Lea rning)</p> <p>Out com es</p>	<ol style="list-style-type: none"> 1. Identify and demonstrate the counselor characteristics and behaviors that influence the counseling processes. 2. Demonstrate the use of basic attending, nonverbal, listening, and reflecting skills to accurately and effectively develop therapeutic relationships and facilitate client communication. 3. Utilize accurate self-reflection and problem solving skills in a counseling situation. 4. Evaluate evidence-based intervention strategies for use with clients with a variety of disabilities. 5. Explain crisis intervention models and their application within school, family, and community environments. 6. Generate a range of counselor responses to choose from to work effectively with clients of diverse backgrounds. 7. Articulate legal and ethical principles that apply to counseling situations.
<p>(K) Du al Li st ed Co ur se s On ly:</p> <p>Li st Cu rr ent Le ar ni ng</p> <p>Ou tc o m es for th e</p> <p>Hi gh er Le vel Co ur se</p>		<p>Dual List ed Co ur ses Only:</p> <p>List Pro pos ed Lea rning</p> <p>Out com es for the</p> <p>High er Lev el Co ur se</p>	

<p>(L) Brief Course Outline</p> <p><i>(It is acceptable from of syllabus)</i></p> <p>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.</p> <p>Week 1: Course Overview and Limitations</p> <p>Week 2: Introduction: Theoretical Approaches</p> <p>Week 3: Therapeutic Relationship</p> <p>Week 4: Cognitive Behavioral Therapy (CBT)</p> <p>Week 5: CBT Interventions</p> <p>Week 6: Ethical and Legal Issues</p> <p>Week 7: Depression and Suicide</p> <p>Week 8: Anxiety and Trauma</p> <p>Week 9: Violence</p> <p>Week 10: Crisis Intervention</p> <p>Week 11: Crisis Intervention</p> <p>Week 12: Diagnostic Interviewing</p> <p>Week 13: Diagnostic Evaluation</p> <p>Week 14: Recommendations and Referral</p> <p>Week 15: Cultural Issues</p> <p>Week 16: Final</p>	<p>Brief Course Outline</p> <p>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.</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p> <ul style="list-style-type: none"> -Theoretical Perspectives in Counseling -Implementation of Counseling in the School Setting -Effective Therapeutic Relationships -Self-reflection Skills -Problem Solving in Counseling -Counseling Techniques (basic attending, nonverbal, listening, and reflecting skills) -Evidence-based Interventions -Crisis Response -Clients from Diverse Backgrounds -Legal and Ethical Principles in Counseling
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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	<i>See CBA, Art. 42.D.1 for Definition</i>
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>

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:	<input type="checkbox"/>
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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

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>