EDSP 760 Group Counseling for School Psychologists-NewCrs-2015-11-11

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

Form Information

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

Second Step: Click save on bottom right

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

Fourth Step: Click on EDIT CONTENTS and start completing the template. When exiting or 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.

Please direct any questions to curriculum-approval@iup.edu

Indicates a required field

Proposer*	Courtney L. McLaughlin	Proposer Email*	cmc@iup.edu
Contact Person*	Courtney L. McLaughlin	Contact Email*	cmc@iup.edu
Proposing Department/Unit*	Educational and School Psychology	Contact Phone*	7243572299

(A) Course Prefix*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* EDSP
(B) Course Number*	*If Dual Listed, enter both course numbers* 760
(C) Course Title*	Group Counseling for School Psychologists
(D) Course Level*	graduate-level
(E) Cross Listed*	*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* 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*	 Class Hours: Lab Hours: Credits:3

(I) Prerequisite (s)	Approved school psychology candidates or permission of instructor.
(J) Co-requisite (s)	*This means that another course must be taken in the same semester as the proposed course*

(K) Additional Information	*Check all that apply. Note: Additional documentation will be required*
	
	* 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)

(L) Recommended Class Size	NO Number (Enter Zero if No): If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(M) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* This course focuses on group counseling techniques for school psychologists. Group counseling theory, process, and evidence-based interventions will be discussed within the context of the law and ethics of the profession of school psychology.
(N) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement,</u> not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* Students completing this course will be able to: 1. Analyze theories of group counseling, including commonalities, distinguishing characteristics, and pertinent research and literature 2. Synthesize legal and ethical issues within group counseling 3. Analyze the complexity of group processes and dynamics 4. Discuss how therapeutic factors contribute to the success of a group 5. Apply the characteristics of the stages of group development 6. Evaluate leadership skills, styles, and ethical issues that enhance or impede positive development and outcome of small groups 7. Identify and critique beliefs, values, and behaviors that support and hinder interpersonal interactions and leadership actions in groups 8. Apply effective use of basic group leadership skills 9. Design a psychoeducational group intervention based on theory and research

(O) 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.* Introduction to Group Work The Group Counselor • Group Leadership • The Group Leader as a Person • Special Problems and Issues for Beginning Group Leaders • Group Leadership Skills • Becoming a Diversity-Competent Group Counselor • Developing Your Group Leadership Style • The Role of Research in the Practice of Group Work Theoretical Approaches to Group Counseling • The Psychoanalytic Approach • Adlerian • Existential Approach • Person-Centered Approach • Gestalt Therapy in Groups • Cognitive Behavioral Approaches • Rational Emotive Behavior Therapy in Groups • Solution-Focused Brief Therapy in Groups Groups in School Settings Forming a Group Initial Stages of a Group • Orientation and Exploration Transition Stage of a Group • Dealing with Resistance Working Stage of a Group • Cohesion and Productivity Final Stage of a Group • Consolidation and Termination • Evaluation and Follow-Up Ethical and Legal Issues • The Rights of Group Participants • The Issue of Psychological Risks in Groups • The Ethics of Group Leaders' Actions • Socializing Among Group Members • The Impact of the Leader's Values on the Group • Ethical Issues in Multicultural Group Counseling

Rationale for Proposal	
(P) Why is this Course Being Proposed?*	The School Psychology program at IUP is approved by the National Association of School Psychologists (NASP). NASP strongly recommends that school psychology students take coursework in counseling, including group counseling. This course, in combination with other counseling courses, would provide students with the knowledge and skills needed to engage in a supervised experience in group counseling service delivery. In addition, t he 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.

(Q) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* The proposed course meets requirements outlined by our accrediting body (National Association of School Psychologists) for training school psychologists. This course, in combination with other counseling courses, will provide students with knowledge and skills in group counseling to be able to meaningfully engage in supervised experiences on internship. The proposed change will also 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.
(R) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Core Requirement If Other, please explain:
(S) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment: There are no other courses that focus on group counseling for school psychologists. In addition, support was obtained from the Counseling Department for this course. Per an email from the Counseling Department Chair, Dr. Claire Dandeneau, on 1/20/16, she stated, "I am writing to confirm that the department is in support of both of the classes. We agree that they are sufficiently different from ours..." Email is attached to this proposal.
(T)Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*	YES Please Provide Comment: The inclusion of this course directly aligns with the IUP Strategic Vision by "demonstrating an excellent return on educational investment" and "responding to the needs of students and society with a range of innovative programs and scholarship." By incorporating the National Association of School Psychologists (NASP) training requirements, which includes group counseling coursework, the IUP School Psychology program will maintain its accreditation, which is critical in ensuring excellent return on educational investment, meeting student needs, and ensuring innovative programming.
(U) Who is the Target Audience for the Course?*	Course Designed for Majors If Other, please explain:
(V) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) There are no known implications for other departments. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?

(W) Attach Supporting Documents for Implications, if Necessary	**File**	**Modified**
	PDF File Email supporting new courses from Counseling.pdf	Feb 18, 2016 by Courtney L. McLaughlin

(X) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)*
	YES
	Please Provide Comment:
	There are no additional costs associated with offering this course.

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**
PDF File Email supporting new courses from Counseling.pdf	Feb 18, 2016 by Courtney L. McLaughlin

• 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