

EDSP 978 School Counseling Practicum-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*	724 357-4757

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	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) Current Prefix*	EDSP	Proposed Prefix	EDSP
(E) Current Number*	978	Proposed Number	978
(F) Current Course Title*	Family Services for School-Related Problems of Children with Special Needs	Proposed Course Title	School Counseling Practicum
(G) Prerequisite(s)	None	Proposed Prerequisite(s)	EDSP 745 Counseling for School Psychologists
(H) Current Catalog Description	This course is a supervised experience in brief family interventions for school-related problems. Students will provide direct services in a clinic setting to families of children in special education and those in general education with specific problems related to learning.	Proposed Catalog Description	Involves supervised practice of professionals engaging in the delivery of counseling services. Designed to develop students' counseling skills through application of skills learned in prerequisite courses. The primary emphasis is on performing counseling and related activities in a field-based placement, likely a school setting. Comprises both on-campus and field-based experiences.

If changing Category A, no further action required.

Category B (if no change, leave blank)			
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(I) Number of Credits	Class Hours: Lab Hours: Credits:	Proposed Number of Credits	Class Hours: Lab Hours: Credits:
(J) Current Course (Student Learning Outcomes)	<ol style="list-style-type: none"> 1. Family assessment techniques appropriate for use with school-related problems including: <ol style="list-style-type: none"> a. Identification of family structure, subsystems, boundaries, triangles, and alliances that may support the learning problem b. Identification of family reactions to, and ability to cope with, their child's handicap or school-related problem c. Identification of family resources and strengths that might enhance school performance 2. Collaborative development of treatment goals utilizing strengths-based and family-centered perspectives toward understanding family need 3. The use of strategic family interventions such as reframing, setting of appropriate boundaries, encouraging adaptive changes, and family education for effective behavior management and enhancement of school learning 	Proposed Course (Student Learning) Outcomes	Students will: <ol style="list-style-type: none"> 1. Utilize basic counseling skills in an applied counseling situation. 2. Implement specific evidence-based practices and skills used in counseling sessions. 3. Describe the rationale for use of intervention(s) in counseling situations. 4. Formulate alternative evidence-based intervention options for specific applied counseling situations. 5. Demonstrate knowledge of professional ethical codes and accurately apply this knowledge in an applied counseling situation. 6. Maintain case notes, summaries, and/or assessments of the counseling process. 7. Evaluate the effectiveness of counseling techniques/interventions. 8. Self-evaluate counseling skills. 9. Evaluate and provide feedback to peers regarding their counseling skills. 10. Demonstrate the ability to make referrals when necessary.

<p>(K) Dual Listed Courses Only:</p> <p>List Current Learning Outcomes for the Higher-Level Course</p>		<p>Dual Listed Courses Only:</p> <p>List Proposed Learning Outcomes for the Higher-Level Course</p>	
<p>(L) Brief Course Outline</p> <p><i>(It is acceptable to copy from old syllabus)</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>Clinic Procedures</p> <p>Case Assignments</p> <p>Review of Counseling TEchniques</p> <p>Indiana Model</p> <p>Critical Concept Review</p> <p>Record Keeping</p> <p>Treatment Goal Plans: Content, Process, Intervention</p> <p>Family Sessions - Practical Experiences</p>	<p>Brief Course Outline</p> <p><i>(Give sufficient detail to communicate the content to faculty across campus)</i></p> <p><i>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>Students will be placed in applied settings to obtain practicum experience in counseling skills.</p> <p>Part 1:</p> <ul style="list-style-type: none"> • Review of counseling skills • Site assignments and site visit • Supervisor assignments • Establishing a supervisory relationship within an applied setting • Individual case assignments • Group meeting <p>Part 2:</p> <ul style="list-style-type: none"> • Individual case meetings (Initial stage) • Initial stages: Agenda setting, therapeutic rapport, collaboration, education, etc. • Applying case notes, summaries, case conceptualization skills • Group meeting <p>Part 3:</p> <ul style="list-style-type: none"> • Middle stage: Challenging automatic thoughts, problem solving, evaluating goals /problem identification, interventions • Evaluating effectiveness of techniques and interventions – progress monitoring • Self-reflection • Peer and supervisor feedback • Continued engagement in the supervisory relationship • Group meeting <p>Part 4:</p> <ul style="list-style-type: none"> • End stage: Termination, recommendations, etc. • Evaluating effectiveness of techniques and interventions – pre/post • Self-evaluation • Peer and supervisor feedback • Group meeting

Distance Education Section

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

<p>If Completing this Section, Check the Box to the Right:</p>	
<p>Course Prefix/Number</p>	

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:	
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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 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>
<p>All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.</p> <p>Please answer the following questions.</p>	
<p>Liberal Studies courses must include</p> <p>the perspectives and contributions</p> <p>of ethnic and racial minorities and</p> <p>of women whenever appropriate to</p> <p>the subject matter. Please explain</p> <p>how this course will meet this</p> <p>criterion.</p>	
<p>Liberal Studies courses require the</p> <p>reading and use by students of at</p> <p>least one non-textbook work of</p> <p>fiction or non-fiction or a collection</p> <p>of related articles. Please describe</p> <p>how your course will meet this</p> <p>criterion.</p>	

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 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

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