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Number: _____
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96-9
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App 9/24/96
Senate App
12/3/96

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person Dr. Linda Klingaman Phone (412)357-4429

Department Health and Physical Education Department

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE SAP Training
Suggested 20 character title

New Course* HP 485 Student Assistance Program Training
Course Number and Full Title

Course Revision _____
Course Number and Full Title

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change _____
Course Number and Full Title

PROGRAM: Major Minor Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

[Signature]
Department Curriculum Committee

[Signature]
Department Chair

Mary E. Sumner 11/27/95
College Curriculum Committee

[Signature]
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

STUDENT ASSISTANCE PROGRAM TRAINING

Contact Person: Dr. Linda Klingaman, PhD

Phone: (412) 357-4429

**Department: Department of Health & Physical Education
Indiana University of Pennsylvania
Indiana, PA 15705**

SYLLABUS OF RECORD

I. CATALOG DESCRIPTION

HP 485: Student Assistance Program Training 3 credits
3 lecture hours
0 lab hours
(3C - 0L - 3SH)

Prerequisites: Junior Standing and EP 202

Introduces the student to the concept of Student Assistance Programs in schools. Includes the history of SAP, current involvement in public education, and the educator's role as a SAP member. Provides an experiential basis for preparation to assume the role of a SAP member.

Note: Majors in the Bachelor of Science in Education (Health & Physical Education) will have first opportunity to enroll in the class; any openings in the class will then be offered to Elementary & Secondary Education majors.

II. COURSE OBJECTIVES

Upon completion of this course, the students will be able to:

- A. identify and discuss theories of adolescent development.
- B. explain the nature of adolescent chemical dependency.
- C. identify characteristics of mental health problems among the adolescent population.
- D. identify high risk behavior among children and adolescents.
- E. describe the interpersonal dynamics within families of high risk youth.
- F. identify the treatment process for mental health and drug/alcohol problems.
- G. adapt a program sensitive to cultural and ethnic differences.
- H. demonstrate before a screening panel the proper techniques and procedures for informal and formal interventions.
- I. describe the role of SAP in the school environment.
- J. identify the importance of team approach in making the SAP successful within a school district.
- K. identify the role community agencies play in the SAP process.

- L. utilizing critical thinking skills generate viable alternative solutions to social and emotional issues of the youth being processed by the SAP team.
- M. evaluate the implications of limited control of SAP teams.
- N. explore the need for team maintenance as an intricate part of the team's effectiveness.
- O. identify his/her personal characteristics in terms of his/her potential contribution to an SAP team.
- P. collaborate with team members in development of an SAP action plan.

III. COURSE OUTLINE

- A. SAP Overview (1 hour)
- B. Theories of Adolescent Development (3 hours)
 - 1. normal
 - 2. atypical
- C. The Nature of Adolescent Chemical Dependency (3 hours)
- D. Mental Health Issues (3 hours)
 - 1. depression
 - 2. suicide
 - 3. other
- E. Family Dynamic (6 hours)
 - 1. focus on children from families with drug & alcohol and/or mental health problems
 - 2. identify strategies of parental involvement
 - 3. examine cultural competence
 - 4. utilize parents as resources
 - 5. explore family roles/codependency
- F. Treatment and Continuity of Care (3 hours)
 - 1. drug/alcohol
 - 2. mental health
 - 3. dual diagnosis
- G. Enhancement of Cultural Competency (3 hours)
 - 1. ethnicity and race
 - 2. ethnic diversity and the dynamics of differences
 - 3. ethnic and cultural stumbling blocks
 - 4. ethnic and cultural building blocks
 - 5. health related ethnic and cultural differences
 - 6. implications for policy and program development
- H. Enabling Unhealthy Behavior (2 hours)

- I. Group Process (6 hours)
 - 1. team building
 - 2. team maintenance
- J. Student Assistance Process (2 hours)
 - 1. implementation of SAP
 - 2. presentation done by a core team member from a fully operational program
- K. School Based Drug & Alcohol and Mental Health Interventions and Simulations (6 hours)
 - 1. formal interview techniques
 - 2. informal interview techniques
- L. Program Planning Lecture (2 hours)
 - 1. essential elements of SAP
 - 2. integration of public and private drug/alcohol and mental health services
 - 3. school policy development issues & facilitating groups
- M. Action Planning for Implementation (2 hours)

IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 20% TEST. Objective tests which will cover material presented during each day; They will 10 item objective tests which will be given at the end of each day.
- 25% PERFORMANCE TEST. Individual demonstration before a screening panel will be conducted to demonstrate identification and intervention skills through role play techniques.
- 35% PARTICIPATION. Many activities to promote team work and group dynamics will be conducted throughout the course for which students must be present.
- 20% JOURNAL. Each student will maintain a daily journal during the course to integrate personal responses to course material presented during class time. This self-evaluation is designed to bring awareness to the student's effectiveness as a team member.

GRADING SCALE:

A = 90 - 100	D = 60 - 69
B = 80 - 89	F = below 60
C = 70 - 79	

Pennsylvania Student Assistance Team Certification will be awarded to those students who have demonstrated competency in necessary skills needed to be a member of a team. This is considered separately from the course grade and will be determined by the IUP faculty member and the representative of the Pennsylvania Department of Education.

V. REQUIRED TEXTBOOK, SUPPLEMENTAL BOOKS AND READINGS

Student Assistance Program Training Manual, Department of Education & Department of Health (Drug and Alcohol Section) 1995.

VI. SPECIAL RESOURCE REQUIREMENTS

Each student will be expected to supply the following:

One notebook to be used as a journal during the week of class.

VII. BIBLIOGRAPHY

Beattie, Melody (1987). Codependent no more. New York: Harpers Collins Publishers.

Bolten, F. & Bolten, S. (1987). Working with violent families. Newberry Park: Sage Publications.

Kinney, J. & Leaton-Twichell, G. (1995). Loosening the grip: A handbook of alcohol information. St. Louis: Mosby Publishing.

McWhirter, J, McWhirter, B, McWirtter, A., & McWhirter, E. (1993). At-risk youth. Pacific Grove: Brooks/Cole Publishing Company.

Pinger, R., Payne, W., Hahn, D., & Hahn, E. (1995). Drugs: Issues for today. St. Louis: Mosby Publishing.

Ray, Ol, & Ksir, C. (1993). Drugs, society, & human behavior. St. Louis: Mosby Publishing.

Schaef, Ann (1987). When society becomes an addict. San Francisco: Harper and Row Publishers.

Smith, Ann (1988). Grandchildren of alcoholics. Deerfield Beach: Health Communications, Inc.

Anabolic steroid abuse. NIDA research monograph. (1990). U.S. Department of Health and Human Services.

People with disabilities. (1993). U.S. Department of Health and Human Services.

Student Assistance Journal. (1995 editions). Syracuse NY: Performance Resource.

Youth and alcohol: Selected reports to the Surgeon General. (1993). U.S. Department of Health and Human Services.

Youth in low income urban environments. (1993). U. S. Department of Health and Human Services.

COURSE ANALYSIS QUESTIONNAIRE

A. Details of the Course

- A1 This course will be an elective for students in Health and Physical Education and will therefore not increase the credit requirements for the major. Students from the following majors may also enroll in remaining openings in the course: Elementary or Secondary Education

Upon completion of this course, each student may receive a Student Assistance Training Certificate from the Pennsylvania Department of Education enabling one to become a member of the Student Assistance Team at school districts of future employment. This certification is permanent and may be used by the individual to fulfill the needs of the district in which the student is employed.

- A2 This course does not require changes in any other courses or programs in the department.
- A3 This course has not been offered before at Indiana University of Pennsylvania.
- A4 While the course is designed for undergraduate education majors, there is the feasibility it could be also offered as a graduate level class. The instructors will make the determination of additional requirements of graduate students should that occur.
- A5 This course is not to be taken for variable credit.
- A6 There are no other similar courses offered at other universities.
- A7 The content and skills of this course meet the state requirements for Student Assistance Program team members. IUP has been accepted as the initial certified training provider for state certification. The Department of Education has approved this pilot program at this university to serve as a model for undergraduate SAP training.

Section B: Interdisciplinary Implications

- B1 This course will be taught by a faculty member from the Department of Health and Physical Education.
- B2 This course does not overlap with any other courses at the University.
- B3 Two seats will be reserved for students in the School of Continuing Education who meet the prerequisites.

Section C: Implementation

- C1 No new faculty are needed to teach the course. The course will be taught during the summer session.
- C2 Other Resources: No new monies are needed to teach the course. The Department of Education has already funded the first year of training during the summer of 1996. They provided room and board for the first wave of students enrolled in this class. This grant funding allowed the course to be conducted at a retreat setting the first year. Arrangements are being made with PDE to continue funding. When funding stops the course will be taught at IUP as a summer course.
- C3 PDE will continue funding at this time. If funding is no longer available, the course will be held at IUP using the Department of Health and Physical Education facilities.
- C4 This course will be offered during a summer session.
- C5 One section of the course will be offered at a time.
- C6 Twenty-five students will be accommodated in this course. The nature of the course activities restricts enrollment to this number.
- C7 The Department of Education agrees with the recommended enrollment.

D. Miscellaneous

See attached correspondence from the Pennsylvania Department of Education.



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17128-0333

September 12, 1995

Dr. Linda Klingaman
Department of Health and Physical Education
Indiana University of PA.
240 Zink Hall
Indiana, Pa. 15705

Dear Dr. Klingaman:

Thank you for your interest in serving as our pilot site for the first undergraduate course to certify education majors to serve on student assistance teams throughout the Commonwealth. It is exciting to work someone such as yourself on this project. Your experience with at-risk issues and student assistance teams will be invaluable to the development of the curriculum.

If all goes well, it is our intent to expand this opportunity to other universities in order to better prepare students entering the teaching profession to serve as team members. In order to make that transition a smooth one for your students, I am willing to provide PDE training certificates for all those who successfully complete the course. These certificates will be signed by both myself and you.

In order to assist you in making this pilot as successful as possible, I am willing to provide the training facility at Patton Campus, Elizabethtown as the site for the course. If the training is held at the Patton Campus site, I can provide the participants with room and board at no cost to either the students or the school.

Again, thank you for your support in this initiative. I look forward to this being just the beginning of what we can do together to better prepare students for the real life issues facing schools today.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Sandra J. Rakar'.

Sandra J. Rakar
Program Coordinator



To: Dr. Linda Klingaman

From: Claire J. Dandeneau, Chair
Counseling Department

Re: HP 485 - Course Proposal

Date: September 27, 1996

I am writing to share with you the results of the Counseling Faculty's discussion related to the proposed HPE course. The spirit of the discussion was one of cooperation, collaboration, and consultation. We certainly agree that such a course would be of benefit for future teachers and we appreciated the chance to review the materials you sent.

As we discussed your materials, several areas of concern were noted by our faculty. These concerns are briefly detailed below.

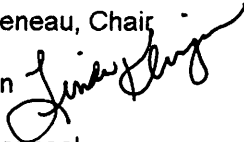
- What department is the appropriate academic home for this type of course?
- Which departments have the necessary qualifications to teach such a course?
- The proposed class could have more of a multidisciplinary focus with respect to both the students and the instructors.
- There was a general concern related to SAP programs, which by their very nature are intervention oriented, being led by minimally prepared paraprofessionals. Concerns related to potential liability and professional competence were discussed.
- Our department had several similar courses that were developed as part of a drug-free schools grant. These courses were discontinued when the grant ended because there was a lack of University funds to provide them.
- There was no documentation from the Pennsylvania Department of Education verifying SAP certification for course completion.

I know that you were wanting a letter of support by the October 1, 1996 University Senate meeting; may I propose that you postpone your presentation to the Senate until the November meeting and suggest that we have a joint meeting to address these concerns and work collaboratively? As I am aware that your class schedule conflicts with our regular faculty meeting, I would be happy to set up a different time for us to meet. Also, it might be helpful if your chairperson, Dr. Jim Mill could join us.

CC: Counseling Faculty

To: Dr. Claire J. Dandeneau, Chair

From: Linda Klingaman



Re: HP 485 Course Proposal

Date: 9/30/96

In response to the concerns expressed in your letter of 9/27/96, I would like to answer each question to help clarify the objectives of HP 485.

Your first question concerned the appropriate academic home for this type of course. Since SAP is a school based program involving educators and school personnel, this course fits appropriately into an education curriculum. Furthermore, since the Health and Physical Education curriculum contains mental health issues, substance use and abuse, eating disorders, etc., the Health and Physical Educator is often the first person students approach if they have questions or a need to talk to someone. The gymnasium also offers students a different environment in which to interact with their teacher than the typical classroom. This also places the Physical Educator in a unique position to identify high risk behavior. This has occurred in several instances with the student teachers which I supervise, and is, in part, a reason I felt a necessity for this class to be offered in our department.

The second item questions the qualifications necessary to teach the course. As the instructor of the class, I am currently a certified public school teacher, a certified counselor, possess SAP certification, have experience as a SAP team member, and presently serve as a member of the Statewide SAP Advisory Board. My position on the board is to represent higher education in the state of Pennsylvania. PDE makes very clear the need for those who are conducting SAP training to possess SAP certification.

The proposed class does have a multidisciplinary approach and eventually could involve school counselors, administrators, etc. Currently, however, the class is restricted to undergraduates and the objectives are aimed at future teachers. Also noteworthy is that the state mandates require a drug and alcohol specialist and mental health personnel be involved in the training in order for the students to receive certification. During the summer workshop, representatives from these agencies were significantly involved in the training.

In the fourth item, your reference to "minimally prepared paraprofessionals" was confusing. The state training procedure has been in place for over 10 years. Issues of liability have been carefully reviewed by school district solicitors and legal implications are a major part of the students' training. Students are not taught to do counseling, but rather proper procedures to initiate in helping high risk students obtain counseling from appropriate sources. Throughout the training, they are continually reminded they are not counselors.

The fifth concern regarding the courses which were discontinued in the past have no relevance to this course proposal since this was the first time this type of class has been offered in Pennsylvania and most likely anywhere in the nation.

Finally, documentation from PDE is attached to the letter.

I hope this helps to clarify the overall course proposal for HP 485. Since there is no undergraduate course which simulates the Student Assistance Program Training, I am asking the University Senate to consider my proposal at the October 1 meeting. If you have further questions, please contact me. I would be very interested in meeting with you to further discuss the Student Assistance Program. Thank you for your responses.

Department of Psychology
Indiana University of Pennsylvania
Clark Hall
Indiana, Pennsylvania 15705-1068

(412) 357-2426



DATE: September 20, 1996

TO: Linda Klingaman, Ph.D.
Dept of Health & Phys Ed

FROM: Carl W. Schneider, Chair
Psychology Dept

I have reviewed the course proposal for HP 485: Student Assistance Program Training. Although there are some topics in the syllabus that are obviously related to topics covered in a Psychology course, it appears that the central focus of the course does not conflict with or overlap significantly with courses offered in our department. Accordingly, I would approve the course as described in your syllabus.

MAIL> extract tt:

From: GROVE::BARKER 1-OCT-1996 13:35:13.07
To: KUZNESKI
CC: BARKER
Subj: HP 485 - Student Assistance Program Training - Approval

This is to indicate that the Educational and School Psychology Department has no course like HP 485 - Student Assistance Program Training - and that we have no plans to propose such a course. Further, I believe that I can say that the department would find a course like HP 485 very benefical for Education majors.

William F. Barker, Chair
Educational and School Psychology Department
Indiana University of Pennsylvania
Indiana, PA 15705

E-mail: BARKER
InterNet:
Barker@Grove.IUP.Edu
V-mail: 412-357-3782

"SOME TIME AGAIN."
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