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| For Academic Affairs and Research Use Only |
| CIP Code:  |  |
| Degree Code: |  |

**New Course Proposal Form**

**[X] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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| **[X] New Course or [ ]Experimental Course (1-time offering) (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

Email completed proposals to curriculum@astate.edu for inclusion in curriculum committee agenda.

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| Wayne W. Wilkinson 3/8/2018**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Kris Biondolillo 3/9/2018**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (If applicable)**   |
| Wayne W. Wilkinson 3/30/2018**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Lance G. Bryant 3/30/2018**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (If applicable)**   | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

**Stephanie Gotay** **sgotay@astate.edu** **870-972-3020**

2. Proposed Starting Term and Bulletin Year

**Spring 2019: (Bulletin Year 2018-2019)**

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

**COUN 4183**

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

**Grief Loss and Self Care for Helping Professionals (Short Title: Grief Loss and Self Care)**

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

**An overview of the mourning process, normal and complicated grief, contextual influences on grief responses, burnout/compassion fatigue, and self-care strategies for helping professionals.**

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **Yes / No** Are there any prerequisites? **NO**
	1. If yes, which ones?

Enter text...

* 1. Why or why not?

 Enter text...

1. **Yes / No** Is this course restricted to a specific major? **NO**
	1. If yes, which major? Enter text...

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

**SPRING**

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

**Lecture**

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

**Standard letter**

10. **Yes / No** Is this course dual listed (undergraduate/graduate)? **NO**

11. **Yes / No** Is this course cross listed? **NO**

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross listed course.)*

**11.1** – If yes, please list the prefix and course number of cross listed course.

 Enter text...

**11.2** – **Yes / No** Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **Yes / No** Is this course in support of a new program? **Yes, this course is intended to be part of an undergraduate Certificate in Helping Professions to be proposed in the fall of 2018.**

a. If yes, what program?

 **Certificate in Helping Professions to be proposed in fall of 2018.**

13. **Yes / No** Does this course replace a course being deleted? **NO**

a. If yes, what course?

Enter text...

14. **Yes / No** Will this course be equivalent to a deleted course? **NO**

a. If yes, which course?

Enter text...

15. **Yes / No** Has it been confirmed that this course number is available for use? **YES**

 *If no: Contact Registrar’s Office for assistance.*

16. **Yes / No** Does this course affect another program? **NO**

If yes, provide confirmation of acceptance/approval of changes from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Tentative Schedule of Topics and Assignments**

(Topic dates are subject to change)

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| **Week** | **TOPIC** | **READINGS** |
| Wk. 1 | Ch. 1 - Introduction to Grief and Loss | Walsh (2012) |
| Wk. 2 | Ch. 2 – Symbolic LossCh. 4 - Loss and Grief Across the Life Span: Childhood and Adolescence | Walsh (2012) |
| Wk. 3 | Ch. 5 – Loss and Grief Across the Life Span: Young and Middle AdulthoodCh. 6 – Loss and Grief Across the Life Span: Older Adults | Walsh (2012) |
| Wk. 4 | Ch. 7 – Normal and Complicated Grief | Walsh (2012) |
| Wk. 5 | Ch. 8 - Cultural and Spiritual InfluencesCh. 9 – Grief in the Context of Anticipated Loss | Walsh (2012) |
| Wk. 6 | Ch. 10 – What Can We do to Help Individuals and Families?Ch. 11 – Helping Groups and Organizations | Walsh (2012) |
| Wk. 7 | Ch. 12 – Communities and Traumatic Grief**MIDTERM EXAM**  | Walsh (2012) EXAM |
| Wk. 8 | Ch. 3 – Self-Preparation and Self-Care for Professionals Encountering Loss and GriefCh. 13 – Self-Care: Sustaining Hope, Helpfulness, and Competence in Working with Grief | Walsh (2012)  |
| Wk. 9 | Ch. 1 – Caring for Others vs. Self-Care: The Great Human DramaCh. 3 – The Cycle of Caring: Core of the Helping Professions | Skovholt & Trotter-Mathison (2016) |
|  |  |  |
| Wk. 10 | Ch. 6 – Hemorrhaging of the Caring Self: Burnout, Compassion Fatigue, Vicarious Trauma, Ambiguous Endings, and Professional Uncertainty  | Skovholt & Trotter-Mathison (2016) |
| Wk. 11 | Ch. 7 – What is human resilience?  | Skovholt & Trotter-Mathison (2016) |
| Wk. 12 | Ch. 8 – Sustaining the Professional Self | Skovholt & Trotter-Mathison (2016) |
| Wk. 13 | Ch. 9 – Sustaining the Personal Self | Skovholt & Trotter-Mathison (2016) |
| Wk. 14 | Ch. 12 – Burnout Prevention and Self-Care Strategies for Expert Practitioners | Skovholt & Trotter-Mathison (2016) |
|  |  |  |

Skovholt, T. M., & Trotter-Mathison, M. (2016). *The resilient practitioner: Burnout and compassion fatigue prevention and self-care strategies for the helping professions* (3rd ed.). New York, NY: Routledge.

Walsh, K. (2012). *Grief and loss: Theories and skills for the helping professions* (2nd ed.). Upper Saddle River, NJ: Pearson.

18. Special features (e.g. labs, exhibits, site visitations, etc.)

**NONE**

19. Department staffing and classroom/lab resources

**Regular Classroom Only**

1. Will this require additional faculty, supplies, etc.? **NO**

20. **NO** Does this course require course fees? **NO**

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 **Currently, the psychology and counseling department does not offer an undergraduate course on grief and loss or on professional self-care. Students from this department enter employment positions where they work with counseling professionals and individuals receiving counseling services. This course will prepare students to effectively respond to grief and loss and to increase professional resilience in care-giving work that is known to have high rates of compassion fatigue and burnout. Specifically, during this course, learning outcomes will be measured by students’ ability to: 1) Understand the process of grief, loss, and mourning across the lifespan; 2) Identify helpful and unhelpful responses to grief, loss, and mourning; 3) Recognize the influence of context and culture on individuals’ grief/loss experiences; 4) Identify sources of stress, compassion fatigue and burnout; and 5) Develop strategies to reduce compassion fatigue and burnout.**

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

  **Arkansas State University aims to educate leaders, enhance intellectual growth, and enrich lives. The primary mission of the Department of Psychology and Counseling is to teach basic principles underlying psychology as a behavioral science and to prepare graduate-level students to become psychological-counseling professional service providers. Congruent with these global goals, the mission of the Clinical Mental Health Counseling program is to prepare students to become culturally competent counselors with a strong professional identity who lead through service and advocacy and can effectively work with diverse populations in various settings including community and social service agencies, school-based settings, and private practices. This course aligns with this mission by training undergraduate students to serve as qualified paraprofessionals working alongside graduate trained counselors and other helping professionals in the delivery of mental health care and related services to diverse populations in response to grief and loss and to implement self-care strategies to reduce compassion fatigue and burnout.**

c. Student population served.

**UNDERGRADUATES**

d. Rationale for the level of the course (lower, upper, or graduate).

**There currently is no undergraduate courses on grief and loss or self-care for helping professionals offered in the Department of Psychology and Counseling. The Clinical Mental Health Counseling Program is developing a Certificate in Helping Professions, which will be available to undergraduate students at A-State. This course will be offered as a requirement for that Certificate. This course is a 4000 level course because the significance of professional self-care strategies can be better understood after foundational career knowledge is acquired.**

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

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| * 1. **[X]** Global Awareness
 | * 1. **[ ]** Thinking Critically
 | * 1. **[ ]** Information Literacy
 |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

**\*NOTE: The learning outcomes below reflect the program expectations for the Certificate in Helping Professions to be proposed in the fall of 2018.**

**\*The program-level learning outcomes for students enrolled in this course are:**

1. **Students will gain foundational knowledge and develop basic interpersonal communication skills appropriate for application in a variety of paraprofessional helping careers or entry into a graduate program in the helping professions.**
2. **Students will demonstrate an understanding of self-awareness, interpersonal and group interactions, and on understanding mental health issues from a multicultural, wellness-focused, and developmental perspective.**

**Assessments include exams, written assignments, and experiential activities.**

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #23)** | Students will gain foundational knowledge and develop basic interpersonal communication skills appropriate for application in a variety of paraprofessional helping careers or entry into a graduate program in the helping professions. |
| Assessment Measure | (DIRECT) 1) Midterm and Final Exam; and 2) Self-Care Assessment and Paper (INDIRECT) Self-Care Practice and Reflective Journal |
| Assessment Timetable | Spring Semester(DIRECT) 1) Midterm at week 7 and Final at week 16; and 2) Self-Care Assessment due at week 12 (INDIRECT) Self-Care Practice and Reflective Journal due 5X from wk. 11 –wk. 15  |
| Who is responsible for assessing and reporting on the results? | Course Instructor |

 *(Repeat if this new course will support additional program-level outcomes)*

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| **Program-Level Outcome 2 (from question #23)** | Student will demonstrate an understanding of self-awareness, interpersonal and group interactions, and on understanding mental health issues from a multicultural, wellness-focused, and developmental perspective. |
| Assessment Measure | (DIRECT) Exams - Students will demonstrate understanding of the cultural and developmental factors that influence the grief/loss process and identify effective response and self-care strategies included in the Skovholt and Trotter-Mathison (2016) and Walsh (2012) textbooks outlined on item #17 above.(INDIRECT) 1) Personal Loss Lifeline Project; 2) Grief Interview: Exploring Diverse Mourning, and Grief Healing Practices (indirect)  |
| Assessment Timetable | Spring Semester (DIRECT) Midterm at week 7; Final at week 15(INDIRECT)1) Personal Loss Lifeline due at week 4; and 2) Grief Interview due at week 6  |
| Who is responsible for assessing and reporting on the results? | Course Instructor |

 *(Repeat if this new course will support additional program-level outcomes)*

 **Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Understand the process of grief, loss, and mourning across the life span.  |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters and listen to course lecture on grief from childhood through older adults.  |
| Assessment Measure  | (DIRECT) Midterm and Final Exams; (INDIRECT) Personal Loss Lifeline Project  |

*(Repeat if needed for additional outcomes)*

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|  **Outcome 2** | Identify helpful and unhelpful responses to grief, loss, and mourning.  |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters and listen to course lectures on helping individuals/families cope with grief/loss and access community resources/supports. |
| Assessment Measure  | (DIRECT) Midterm and Final Exams (INDIRECT) 1) Personal Loss Lifeline Project; 2) Grief Interview: Exploring Diverse Mourning, and Grief Healing Practices  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 3** | Recognize the influence of context and culture on individuals’ grief/loss experiences. |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters and listen to course lectures on cultural and spiritual grief and mourning practices/rituals. |
| Assessment Measure  | (DIRECT) Midterm and Final Exams (INDIRECT) Grief Interview: Exploring Diverse Mourning and Grief Healing Practices  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 4** | Identify sources of stress, compassion fatigue, and burnout.  |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters and listen to course lectures on stress, compassion fatigue, and burnout. |
| Assessment Measure  | (DIRECT) Midterm and Final Exams (INDIRECT) Self-Care Assessment and Paper  |

*(Repeat if needed for additional outcomes)*

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| **Outcome 5** | Develop strategies to reduce compassion fatigue and burnout.  |
| Which learning activities are responsible for this outcome? | Students will read assigned chapters and listen to course lectures on self-care strategies and stress management.  |
| Assessment Measure  | (DIRECT) Midterm and Final Exam (INDIRECT) Self-Care Practice and Reflective Journal  |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

**DEPARTMENT OF PSYCHOLOGY AND COUNSELING**

***Counseling (COUN)***

***COUN 4183. Grief, Loss, and Self-Care for Helping Professionals. An overview of the mourning process, normal and complicated grief, contextual influences on grief responses, burnout/compassion fatigue, and self-care strategies for helping professionals. Spring***

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