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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[ X] Graduate Council**

|  |
| --- |
| **[ 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](mailto:curriculum@astate.edu) for inclusion in curriculum committee agenda.

|  |  |
| --- | --- |
| Wayne Wilkinson 1/30/2019 **Department Curriculum Committee Chair** | Julie Lamb Milligan 2-26-19 Enter date…  **COPE Chair (if applicable)** |
| Kris D Biondolillo 1/31/2019 **Department Chair:** | Mary Jane Bradley 3/4/2019  **Head of Unit (If applicable)** |
| Wayne W. Wilkinson 2/11/2019 **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 2/13/2019 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| |  |  | | --- | --- | | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |   **General Education Committee Chair (If applicable)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |

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

**Meagan Medley, PhD, mmedley@astate.edu 870-972-3064**

2. Proposed Starting Term and Bulletin Year

**Summer 2019/ 19-20**

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*. )

**PSY 6683**

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).

**FULL TITLE: Crisis Intervention and Prevention in School and Community Settings**

**SHORT TITLE: Crisis Interv and Prevention**

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

**Advanced study of crisis in school and community settings with an emphasis on prevention, service delivery, and screening/assessment including every-day crisis, suicide, violence, homicide, psychosis, and natural and man-made disasters.**

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

No

* 1. Why or why not?

Skills taught will be foundational.

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

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

Enter text...

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

11. **NO** Is this course cross listed?

*(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** – NA Are these courses offered for equivalent credit?

Please explain. Enter text...

12. **NO** Is this course in support of a new program?

a. If yes, what program?

Enter text...

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

a. If yes, what course?

Enter text...

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

a. If yes, which course?

Enter text...

15. **YES** Has it been confirmed that this course number is available for use?

16. **NO** Does this course affect another program?

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.)

Required Textbook:

**Brock, S. E., Nickerson, A. B., Louvar Reeves, M. A., Conolly, C. N., Jimerson, S. R., Pesce, Rosario, C., & Lazzaro, B. R. (2016). *School Crisis Prevention and Intervention: The PREPaRE Model, Second Edition.* Bethesda, MD: National Association of School Psychologists.**

|  |  |
| --- | --- |
| **WEEK** | **READINGS** |
| 1 | **FBI, Homeland Security, FEMA, Secret Service Guides**   * FBI Active Shooter Report: <http://www.fbi.gov/news/stories/2014/september/fbi-releases-study-on-active-shooter-incidents/pdfs/a-study-of-active-shooter-incidents-in-the-u.s.-between-2000-and-2013> + 2014-today * FBI Guide for Developing High-Quality School Emergency Operations Plans: <http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/emergency-plans-for-schools> * Active Shooter Quick Reference Guide: <http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/active-shooter-event-quick-reference-guide-04-29-14>   **Legal & Ethical Concerns in Crisis**   * Mental Disability and the Death Penalty from schoolshooters.info * Case Law regarding school based practitioners * Tarasoff: Duty to Warn * Elder/Child Maltreatment/Mandated Reporting * NASP Ethics   **American Red Cross Disaster Mental Health Worker Information** |
| 2 | **PREPaRE Intro**   * **P—Prevent** and PREPaREforpsychological trauma * **R—Reaffirm** physical health and perceptions of security and safety * **E—Evaluate** psychological trauma risk * **P—Provide** interventions * **a—and** * **R—Respond** to psychological needs * **E—Examine** the effectiveness of crisis prevention and intervention   CH 1 Basic Assumptions  CH 2 Rationale, Goals, and Objectives |
| 3 | **PREPaRE Prevention and Preparedness (P)**  CH 3 School Crisis Teams  CH 4 General Planning Issues  Role Play/Table Top Exercise Each |
| 4 | CH 5 Specific Planning Issues  CH 6 Exercising School Crisis Plans  CH 7 Preventing and Preparing for Psychological Trauma  Role Play/Table Top Exercise Each |
| 5 | **PREPaRE Reaffirm Physical Health, Safety, and Security (R)**  CH 8 Reaffirm Physical Health  CH 9 Ensure Perceptions of Safety and Security  Role Play/Table Top Exercise Each |
| 6 | **PREPaRE Evaluating Psychological Trauma (E)**  CH 10 Foundations of Evaluating Psychological Trauma  CH 11 A Model for the Practice of Psychological Triage  Role Play/Table Top Exercise Each |
| 7 | **PREPaRE Crisis Response & Intervention (P) (R)**  CH 12 Reestablish Social Support Systems  CH 13 Psychological Education  CH 14 PREPaRE Crisis Response & Intervention  Role Play/Table Top Exercise Each |
| 8 | CH 15 Classroom-Based Crisis Intervention  CH 16 Individual Crisis Intervention  CH 17 Psychotherapeutic Interventions  Role Play/Table Top Exercise Each |
| 9 | **PREPaRE Examining Effectiveness (E)**  CH 18 Examining the Effectiveness of Crisis Prevention  CH 19 Preparedness, Response, and Recovery  **PREPaRE Caring for the Caregiver and Discussion**  CH 20 Caring for the Caregiver  CH 21 Concluding Comments  Role Play/Table Top Exercise Each  Review Sample Crisis Plans |
| 10 | **Suicide, Violence & Homicide Prevention & Assessment (from the website schoolshooters.info unless noted)**   * CAST-S Crisis Action School Toolkit on Suicide 2017 <http://www.bigskyaacap.org/cast-s.html> * A Comparative Analysis of Threat & Risk Assessment Measures * Violence Risk Assessment of the Written Word * Prior Knowledge of Potential School-Based Violence * School Shooter: A Threat Assessment Perspective (FBI) * Campus Threat Assessment Case Studies * Threat Assessment in the Campus Setting * Active Shooter: Recommendations & Analysis for Risk Mitigation * Making Prevention a Reality: Identifying, Assessing, and Managing the Threat of Targeted Attacks * Enhancing School Safety Using a Threat Assessment Model\*\* |
| 11 | **Team Collaboration in Threat Assessment: Models**  **Columbia Suicide Severity Rating Scale**  **Violence / Homicide Assessment Specific Items**  **LSPA Professional Conversation with Dr. Peter Langman (Author of School Shooters and Why Kids Kill)**  **Mental Status Exams**  Role Play/Table Top Exercise: Threat Assessments/Mental Status Exams |
| 12 | **School Shootings, What We have Learned (from the website schoolshooters.info unless noted)**   * Rampage School shooters: A Typology * School Shooters: Nine Brief Sketches * Statistics on Bullying and School Shootings * Multi-Victim School Shootings in the US: A 50 year review * Psychiatric Mediators and School Shootings * Final Report of the Sandy Hook Advisory Commission: *SKIM THIS DOCUMENT* <http://www.shac.ct.gov/SHAC_Final_Report_3-6-2015.pdf> * School Shooters the Warning Signs * Ten Lessons Learned from School Shootings & Foiled Attacks * On-Scene Behavior of School Shooters: The Resolution of Rampage Attacks * Active Shooter Incidents Research:   + 2000-2013   + 2014-2015 * A Study of the Pre-Attack Behaviors of Active Shooters in the US Between 2000 and 2013 * The Police Response to Active Shooter Incidents * Recommendations for Reporting on Mass Shootings * A Bio-Psycho-Social Model of School Shooters   Role Play/Table Top Exercise: Threat Assessments |
| 13 | **Original Documents from Attacks**   * Columbine High School * Sandy Hook Elementary * Westside Middle School   **Records in a Crisis**   * FERPA: <http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/ferpa-guide.pdf>   + Balancing Student Privacy and School Safety: A Guide To the FERPA for Elem and Secondary Schools * HIPPA: <http://www.fbi.gov/about-us/cirg/active-shooter-and-mass-casualty-incidents/hipaa-guide.pdf>   Role Play/Table Top Exercise: Threat Assessments |
| 14 | Specific Crisis Scenarios: Role Play/Table Top Exercise   * Student and/or Teacher Arrest, Suicide, Death, Sexual Misconduct, Release from Jail/Prison, Football Game Death of Athlete/Coach, Field Trip Illness/Death, Overdose at school, Viral Video of XYZ, Online Bullying/Threat of Death, etc * Threat Assessments * Sexual Assault * Kidnapping * Severe Weather * Train Derailment * Chemical Spill * Earthquake * Flooding * Fire * Prisoner escape * Asbestos discovery * Hail, * Bus Accident * Public Transportation Down * Boil Water Alert * Food Contamination * Bomb * Shooter * Parent Discipline on School Property * Political Protest, etc |
| 15 | Final Project Presentations |

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

**None**

19. Department staffing and classroom/lab resources

**Normal classroom space needed**

1. Will this require additional faculty, supplies, etc.?

**NO**

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

*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)

**The National Association of School Psychologists (NASP)has 10 Domains of Training and Practice. Our NASP Approved Ed.S. School Psychology Track must ensure that all students are adequately prepared in each Domain. *Domain #6 is Preventive and Responsive Services:* *School psychologists have knowledge of principles and research related to resilience and risk factors in learning and mental health, services in schools and communities to support multitiered prevention, and evidence-based strategies for effective crisis response. School psychologists, in collaboration with others, demonstrate skills to promote services that enhance learning, mental and behavioral health, safety, and physical well-being through protective and adaptive factors and to implement effective crisis preparation, response, and recovery.*  *GOALS*: Students will 1) understand the Incident Command System of disaster response, 2) evaluate crisis plans for schools and related settings, 3) execute, analyze, and make appropriate referrals for the following assessments: mental status exams, suicide screening, violence/homicide screening, 4) understand the basic crisis intervention models. 5) Understand the role of the mental health professional within a crisis 6) Understand various aspects, impacts & effects of different types of crisis (school, alcohol & drug, sexual assault, intimate partner violence and domestic violence, bereavement, grief and loss, suicide, homicide, and lethality, mental health and psychiatric, health, and workplace 7) Delineate major components of comprehensive school/workplace crisis plan, 8) Describe vulnerability factors that relate to an increased risk of psychological trauma post crisis. 9) Gain knowledge about a particular aspect of psychotherapy and/or recovery for individuals who have experienced a crisis. 10) Apply basic psychological first aid to various crisis situations. 11) Demonstrate appropriate FERPA and HIPPA record keeping and release in a crisis. 12) Implement, assess, and measure impact of crisis planning/preparation.**

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.

**The stand-alone course about crisis is not mandated by our accrediting body; however, the course content is critical given that school crisis situations are increasing and it is 1/10 Domains of Practice of the National Association of School Psychologists which approves/accredited our school psychology graduate program of study.**

c. Student population served.

**A-State graduate students enrolled in the Ed.S. School Psychology Track in Psychology and Counseling (required course). Elective for other graduate students in the College of Education and Behavioral Science, College of Nursing and Health Professions, and any community mental health providers (masters-level and above).**

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

**Graduate: skills will be required of the students that are high-stakes (suicide/homicide/violence threat assessment) as well as a significant amount of content discussed about sensitive crisis related topics (death/victimization, etc.)**

**Assessment**

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

22. 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?

**Learning outcomes will include skills of assessment and appropriate concerns (suicide/homicide/violence), as well as evaluation of crisis plans in schools and related settings.**

**This course will provide foundational content and skills needed for several other courses in schools and related settings required in the Ed.S. School Psychology Track: PSY 7623 School Psychology Practicum in Applied Settings I, PSY 7643 School Psychology Practicum in Applied Settings II, PSY 7613 Practicum in School Psychology (two semesters), and PSY PSY 7823-6( two semesters).**

23. 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.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | **Students will be able to function as part of a crisis evaluation planning team and assessment team member for the following assessments: suicide/homicide/violence/mental status.** |
| Assessment Measure | **Direct: Role-play scenarios of suicide/homicide/violence concerns (rubric scoring)**  **Indirect: Ratings of skills in the field during practicum and internship by site and university supervisors.** |
| Assessment  Timetable | **The program is 3 years minimum. Assessed in the course (year 1), in practicum coursework (year 2), and internship coursework (year 3).** |
| Who is responsible for assessing and reporting on the results? | **Course instructor is responsible for direct rubric scoring in course. Site supervisors and university supervisors assess for both practicum and internship.** |

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

**Course-Level Outcomes**

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

|  |  |
| --- | --- |
| **Outcome 1** | **Crisis Screening/Assessment and Referral** |
| Which learning activities are responsible for this outcome? | **Role Play Activities for 1) Suicide 2) Mental Status Exam, & 3) Violence/Homicide** |
| Assessment Measure | **Skill-Based Rubric** |

|  |  |
| --- | --- |
| **Outcome 2** | **Crisis Plan Evaluation** |
| Which learning activities are responsible for this outcome? | **Crisis Plan document will be provided to students from a school or related setting. The student must properly evaluate the plan’s comprehensiveness & usability and make recommendations for improvement.** |
| Assessment Measure | **Content-Based Rubric** |

**Bulletin Changes**

|  |
| --- |
| **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.* |

Page 329

**PSY 6683. Crisis Prevention and Intervention in School and Community Settings** **Advanced study of crisis in school and community settings with an emphasis on prevention, service delivery, and screening/assessment including every-day crisis, suicide, violence, homicide, psychosis, and natural and man-made disasters.**