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| For Academic Affairs and Research Use Only | |
| Proposal Number | EBS08 |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[x ] Undergraduate Curriculum Council**

**[ ] Graduate Council**

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

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

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| Amanda Wheeler Gryffin 2/9/2021 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Paul Finnicum 2/9/2021 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Wayne Wilkinson 3/2/2021  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/3/2021 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Lance G. Bryant. 3/4/2021 **College Dean** | Alan Utter 4/12/2021  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

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

Paul Finnicum, [pfinnicu@astate.edu](mailto:pfinnicu@astate.edu), 870-680-8113

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Spring 2022

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **HLTH** |
| **Number\*** |  | **2533** |
| **Title** |  | **Mental Health** |
| **Description\*\*** |  | Introduction to behavioral and mood disorders, mental health stigma, recognition of signs/symptoms, and the importance of appropriate resource referral. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(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?

Enter text...

* 1. Why or why not?

Enter text...

1. No Is this course restricted to a specific major?
   1. If yes, which major? Enter text...
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

lecture

1. **Proposed grade type [Modification requested? Yes/No]**

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

Standard letter

1. No Is this course dual-listed (undergraduate/graduate)?
2. 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.)*

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

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. No Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. No Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

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

Course Outline

WEEK ONE:

* Content - Understanding Mental Health and Illness - An Overview of Mental Health and Illness, Fundamentals of Mental Illness
* Exam/quiz over the content

WEEK TWO:

* Content - Culture and Mental Health
* Exam/quiz over the content
* Case Study #1
* A 14-year-old boy playing with his classmates becomes agitated and has altered mental status. He is trying to hit the other students and claims that one of his friends was trying to shoot him. Upon arrival of a teacher to the scene, the boy was reported to be visibly paranoid, so Emergency Medical Services (EMS) and his parents were called. En route to the hospital, the boy became more confused and combative. On arrival, he is unable to provide much meaningful history of his present illness, but he is coherent enough to deny any previous medical problems. He does admit to using methamphetamine that he found at home, and using ecstasy at a party with his friends on the weekend.
  + Discuss the effect of methamphetamine and club drugs on the brain.
  + What other adverse effects does methamphetamine and club drugs have on health, on the economy, on the school setting, on your local community.
  + Discuss the community and individual treatment and prevention options.
  + Define the magnitude of methamphetamine and club drug abuse in your local community.
  + Define the role of the community mental health professional, the boy, the school, and the community.

WEEK THREE:

* Content - Legal and Ethical Issues, the Mental Health Care System
* Exam/quiz over the content

WEEK FOUR:

* Content - Mental Health Across the Lifespan – Children, Adolescents, Adults Older Adults and Mental Health
* Exam/quiz over the content
* Case Study #2
  + Bullying in the Schools
  + For two years, Vanessa Sam, a quiet 13-year-girl, was a punching bag for some of her classmates. The teenagers badgered Vanessa for money, forced her to swallow dirt and drink beer from a can they found in the street, beat her up in the rest room, and tore her clothes daily. When Vanessa’s torturers were asked about the bullying, they said they pursued her because it was fun.
    - Discuss the warning signs of bullying.
    - Define the characteristics of a bully.
    - What can schools do about bullying?
    - Discuss the principles and characteristics of a model bullying prevention program.

WEEK FIVE:

* Content - Community Mental Health
* Exam/quiz over the content
* Case Study #3
  + Taking the objectives that you have learned about local, state, and the national mental health systems and mental health problems among youth, write a case study on the public mental health system in your state. Include an overview of funding streams; what services are available for young people and their eligibility requirements; and how these services are accessed. Include an analysis of system challenges such as gaps in services and issues around access. Make recommendations for improvements.

WEEK SIX:

* Content - Mental Health Promotion
* Exam/quiz over the content

WEEK SEVEN:

* Content - A Vision for the Future
* Exam/quiz over the content

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

Enter text...

1. **Department staffing and classroom/lab resources**

The department will have one dedicated faculty member and cover other courses with adjuncts. Since the program is online no classrooms/labs are necessary.

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

As the program grows additional faculty will be required.

1. 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.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

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

A mental health course is a critical piece of the foundational knowledge for a health promotion major based on the World Health Organization’s definition of health - “a state of complete physical, mental and social well- being and not merely the absence of disease or infirmity” To further emphasize the need, there are six dimensions of wellness: physical, mental, spiritual, intellectual, environmental and social. Knowledge of mental health is imperative. Upon successful completion of this course students will be able to: 1. Define community, community mental health, mental health, and mental illness. 2. Describe the history of mental illness. 3. Explain the stigmas surrounding mental health and the reasons behind them. 4. Explain how community affects mental health. 5. Explain the etiology of mental illness. 6. List and describe the types of mental illness. 7. List at least six manifestations of mental illness. 8. Describe the process of diagnosing mental illness. 9. Explain the methods that can be used to treat mental illness. 10. Explain the nature and extent of mental health disparities. 11. Describe at least six culture-bound mental health illnesses. 12. Describe promising directions toward the elimination of mental health disparities and the promotion of mental health. 13. Identify how ethical theories, rules, and principles interact in the decisions of community mental health professionals. 14. Discuss the application and role of ethical principles and potential conflicts in community mental health practice. 15. Discuss the rights of mental health patients in today’s healthcare environment. 16. Compare, contrast, and describe the current mental health system in the United States. 17. Contrast the responsibilities of the federal, state, and local mental health system. 18. Identify how the historical changes in American society have impacted the mental health care system. 19. Define the types of mental health services that are available in the United States 20. Describe contributing factors to mental health problems among children and adolescents. 21. Describe the challenges associated with diagnosing mental illness among children and adolescents. 22. Explain several common mental health problems among children and adolescents and the related symptoms. 23. Explain several common mental health problems among adults and the related symptoms. 24. Describe the challenges associated with diagnosing and treating mental illness among older adults. 25. Describe contributing factors to mental health problems among older adults. 26. Explain several common mental health problems among older adults and the related symptoms. 27. Discuss the effects of poverty, discrimination, and homelessness on mental health. 28. Analyze the link between poverty and mental illness. 29. Explain the scope of the problem of alcohol and substance abuse on mental health. 30. Analyze the role of mental health professionals in working with substance abusers. 31. List data sources for where community health information can be found. 32. List three criteria for conducting a community needs assessment and performing an evaluation. 33. Define the three-tiered prevention classification system. 34. Identify and organize steps in program evaluation practice, as well as concepts that comprise each step. 35. Discuss primary, secondary, and tertiary prevention. 36. Define the components of the health promotion model. 37. List the components of a program evaluation. 38. Explain how genetics and technology will influence the future of community mental health.

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

The mission of the Department of Health, Physical Education and Sport Sciences is to provide: Curricula/instruction to enhance development of physical, mental, social and emotional qualities essential for living a quality life. Quality professional preparation programs that meet appropriate standards at both the undergraduate and graduate levels. More specifically, the purpose of the Health Promotion program is to prepare health educators who will have the skills and competencies to exhibit leadership in developing effective health promotion programs. With such skills, graduates can make major contributions in improving the health of individuals and communities in Arkansas and beyond. Our graduates will need knowledge and skills connected to mental health issues.

c. Student population served.

This course is designed for undergraduates interested in a health promotion degree.

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

This is a lecture-based course that serves as foundational knowledge for students in this field. Ultimately, health promotion majors have the responsibility to assess the health of individuals and groups, plan programs/interventions based on the assessment, implement the proposed programs/interventions and evaluate the effectiveness of the programs/interventions. A broad understanding of the various elements that comprise personal health is important to that process and courses like mental health will add to their knowledge base and make them better prepared to perform their role. This course would be appropriate for the sophomore year.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. 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?

Students will be able to assess needs, resources, and capacity for Health Education/Promotion.

Students will be able to demonstrate the ability to plan Health Education/Promotion programs.

Students will be able to implement Health Education/Promotion programs.

Students will be able to conduct evaluations of Health Education/Promotion programs.

Students will be able to identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques.

Students will be able to identify a variety of concepts connected to personal and public/community health issues.

1. Considering the indicated program-level learning outcome/s (from question #19), 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 #19)** | Students will be able to assess needs, resources, and capacity for Health Education/Promotion.  Students will be able to demonstrate the ability to plan Health Education/Promotion programs.  Students will be able to implement Health Education/Promotion programs.  Students will be able to conduct evaluations of Health Education/Promotion programs.  Students will be able to identify, develop, and deliver messages using a variety of communication strategies, methods, and techniques.  Students will be able to identify a variety of concepts connected to personal and public/community health issues. |
| Assessment Measure | The exams and the case studies. |
| Assessment  Timetable | This outcome will be assessed once a year in the spring. |
| Who is responsible for assessing and reporting on the results? | The individual instructors will be responsible for the assessments in their respective classes and the program coordinator will be responsible for evaluating and analyzing the results and developing the action plans. |

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

**Course-Level Outcomes**

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

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| **Outcome 1** | The most significant course-level outcomes include:  1.Define community, community mental health, mental health, and mental illness.  2. Explain the methods that can be used to treat mental illness.  3. Describe promising directions toward the elimination of mental health disparities and the promotion of mental health. 4. Compare, contrast, and describe the current mental health system in the United States. 5. Define the types of mental health services that are available in the United States. 6. List three criteria for conducting a community needs assessment and performing an evaluation. 7. Identify and organize steps in program evaluation practice, as well as concepts that comprise each step. 8. List the components of a program evaluation. |
| Which learning activities are responsible for this outcome? | The content from the text will prepare students for exams and the completion of case studies. |
| Assessment Measure | The exams and case studies will assess the course level outcomes. |

*(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. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*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.** |

BEFORE 2020-21 Bulletin (p. 498):

**HLTH 2523. First Aid and Safety** Fundamentals, techniques, and practices of Standard First Aid and CPR as prescribed by the National Safety Council. Emphasis on programs of accident prevention in schools, homes, recreational areas, traffic safety. Fall, Spring, Summer.

**Insert new course**

**HLTH 3523. Public and Community Health** Examination of public and community health problems, their causes, and possible solutions from a local, state, national, and international per­spective. Roles of the individual and the community, and functions of the various agencies involved with health related issues will also be studied. Fall.

AFTER 2020-21 Bulletin (p. 498):

**HLTH 2523. First Aid and Safety** Fundamentals, techniques, and practices of Standard First Aid and CPR as prescribed by the National Safety Council. Emphasis on programs of accident prevention in schools, homes, recreational areas, traffic safety. Fall, Spring, Summer.

**HLTH 2533. Mental Health** Introduction to behavioral and mood disorders, mental health stigma, recognition of signs/symptoms, and the importance of appropriate resource referral. Fall.

**HLTH 3523. Public and Community Health** Examination of public and community health problems, their causes, and possible solutions from a local, state, national, and international per­spective. Roles of the individual and the community, and functions of the various agencies involved with health related issues will also be studied. Fall.