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

**New Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[x ] 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 Wilkinson 9/30/19**Department Curriculum Committee Chair** | Joanna Grymes 10/30/2019**COPE Chair (if applicable)** |
| Kris Biondolillo 10/1/2019**Department Chair:**  | Mary Jane Bradley 11/3/2019**Head of Unit (If applicable)**   |
| Wayne Wilkinson 10/15/2019**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Jane Bradley 10/16/2019**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)

Rebekah Cole, recole@astate.edu, 619-396-8601

2. Proposed Starting Term and Bulletin Year

January 2020

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 6883

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).

**Introduction to Crisis and Trauma in Children and Adolescents**

**Short title: Intro Crisis and Trauma**

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

Impact of crises and trauma-causing events on cognitive and emotive development in children and adolescents, including social and emotional learning, self-regulation, and relationship building.

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?

Enter text...

* 1. Why or why not?

 Enter text...

1. Yes Is this course restricted to a specific major?
	1. If yes, which major? MSE School Counseling Program

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

Not applicable

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 Only (Online Asynchronous)

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)?

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** – No 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?

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

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.)

**Module 1 Introduction to Crisis Intervention**

Welcome to the Crisis Intervention Course! This course will be a crucial step in your developing identity as a professional school counselor. It’s quite possible that you have already thought about your role in a crisis situation as you’ve considered the professional school counselor’s roles and responsibilities in the school setting. In this module we will discuss how crisis counseling is unique compared to the other traditional counseling techniques we have discussed in the past. In addition, we will discuss ways that you can keep yourself and those around you safe in a time of crisis.

**Module Objectives:**

1. Discuss the basic concepts and themes of crisis intervention
2. Discuss possible safety concerns in crisis situations

**Module 2: Loss, Grief, and Bereavement and Risk Assessment and Intervention**

The material in this module will help you become familiar with best practices for helping students in a time of loss. In addition, we will learn about how to best work with a student who is suicidal. Unfortunately, both of these issues will become familiar to you in your work as a professional school counselor so it is important that you read the resources in this module carefully and keep them in a safe place where you can reference them easily in the future.

**Module Objectives**

1. Discuss strategies for helping students experiencing loss, grief, and bereavement
2. Discuss best practices for risk assessment and intervention

**Module 3: Substance Abuse and Intimate Partner Violence**

In this module we will explore the nature of treating substance use disorders. As professional school counselor, it is important that you are familiar with the nature of substance abuse so that you can be aware of when your students or their family members are struggling with this issue. In addition, implementing substance abuse prevention and intervention programs in your school may be an important part of your comprehensive school counseling program. This week we will also learn about ways to address intimate partner violence amongst your students as well as the school counselor’s role in dating violence intervention.

**Module Objectives**

1. Discuss ways to address crises related to substance use disorders
2. Discuss best practices for addressing crisis related to intimate partner violence such as Psychological First Aid

**Module 4: Sexual Violence and Sexual Abuse**

This module covers some difficult yet important topics for us to be aware of. As a professional school counselor you will encounter students who have been sexually abused in the past or are currently being abused. You will read in your textbook about the symptoms of this type of abuse so that you are able to recognize them in the future. As a professional school counselor you will be a mandated reporter of child abuse of all forms. It is important that you are familiar with your state’s laws and your school district’s procedures for reporting abuse.

**Module Objectives**

1. Discuss best practices for working with clients and students who have experienced sexual violence
2. Discuss best practices for working with students who are victims of child sexual abuse

**Module 5: Safety and Self-Regulation**

In this module we will discuss how the body responds to trauma as well as ways to help students achieve self-regulation. We will also explore safe interventions to use with students who have experienced trauma. Finally, with the understanding that trauma recovery involves the interrelationship between the child and the environment, we will discuss how to create and maintain a culturally-sensitive, safe school environment for children and adolescents who have experienced trauma.

**Module Objectives:**

1. Discuss self-regulation in children and adolescents who have experienced trauma
2. Discuss ways in which to create a safe environment for children in the school setting

**Module 6: Trauma Informed Relationships**

Students who have experienced trauma often struggle with forming attachments, or strong emotional bonds with their parent/guardian or caretaker. It is important for professional school counselors to understand the struggle that these students face as well as ways to help the student (and their caretaker) work to overcome the challenges that they are facing in this area. Overall, safety, trust, and respect must be developed and demonstrated intentionally and strategically on the part of the professional school counselor.

**Module Objectives:**

1. Discuss the ways in which trauma affects relationships with caregivers and educators
2. Discuss how to establish a relationship based on safety, trust, and respect with children and adolescents who have undergone trauma
3. Discuss ways in which to help children who have experienced trauma develop positive relationships with their parents/guardians and caregivers

**Module 7- Resiliency, Growth, and Integration**

This module covers the nature of resiliency and how as professional school counselors we can promote it in our work with children and adolescents. We will primarily discuss how to be promote resiliency in our students based on their developmental levels as they develop and maintain positive relationships with adults and practice self-regulation techniques. Finally, we will focus on posttraumatic growth and the ways in which we can celebrate positive personality traits and emotional growth that occurs after a trauma.

**Module Objectives:**

1. Define and discuss the concept of “resiliency” as it relates to children who have experienced trauma
2. Discuss developmental guidelines for promoting resiliency in children and adolescents
3. Discuss the nature of Posttraumatic Growth (PTG) and its implications for work with children by professional school counselors

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

None

19. Department staffing and classroom/lab resources

None

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)

 This course will result in the following learning objectives, as listed by the American School Counselor Association: ASCA 2.4 Describe established and emerging evidence-­‐based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-­‐behavioral therapy, Adlerian, solution-­‐focused brief counseling, person-­‐centered counseling and family systems. ASCA 3.2 Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student. ASCA 3.3 Describe and apply ASCA School Counselor Competencies in the implementation of a comprehensive school counseling program that meets the needs of all students, including students with diverse learning needs.

1. 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 Department of Psychology and Counseling is committed to serving the university, the profession, and the public by contributing to excellence in education, high professional standards for service delivery, and consumer advocacy. This course assists students with developing a specialized knowledge in how to counsel and support children and adolescents who have experienced trauma. The course covers the standards outlined by the American School Counselor Association, which is the MSE School Counseling Program’s SPA for CAEP.

c. Student population served.

Students in the MSE School Counseling Program

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

This graduate course will prepare students for school counseling licensure in the state of Arkansas. The state of Arkansas requires school counselors to have degrees at the master’s level.

**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?

This course will address Program Learning Outcome #2 in the MSE School Counseling Assessment Plan: **Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting**

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.*

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| **Program-Level Outcome 2 (from question #23)** | **Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting** |
| Assessment Measure | Assignment 7 – Key Assignment, Comprehensive Exam, Exit Survey, Employer Survey |
| Assessment Timetable | Fall, Spring, and Summer Semesters  |
| Who is responsible for assessing and reporting on the results? | School Counseling Faculty  |

 *(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?

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| **Outcome 1** | ASCA 2.4 Describe established and emerging evidence-­‐based counseling theories and techniques that are effective in a school setting, including but not limited to rational emotive behavior therapy, reality therapy, cognitive-­‐behavioral therapy, Adlerian, solution-­‐focused brief counseling, person-­‐centered counseling and family systems. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

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| **Outcome 1** | ASCA 3.2 Identify individual counseling, group counseling, and classroom instruction techniques to ensure equitable access to resources promoting academic achievement, college/career readiness, and social/emotional development for every student. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

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| **Outcome 1** | ASCA 3.3 Describe and apply ASCA School Counselor Competencies in the implementation of a comprehensive school counseling program that meets the needs of all students, including students with diverse learning needs. |
| Which learning activities are responsible for this outcome? | Course readings, class discussions, video lectures  |
| Assessment Measure  | Discussion postings, written essay assignments, quizzes, final exam  |

**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.* |

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# ***COUN 6883. Introduction to Crisis and Trauma in Children and Adolescents***

# ***Impact of crises and trauma-causing events on cognitive and emotive development in children and adolescents, including social and emotional learning, self-regulation, and relationship building.***