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

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] 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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| John D. Hall, Ph.D. 10/5/2022**Department Curriculum Committee Chair** | Amanda Lambertus 10/25/2022**COPE Chair (if applicable)** |
| Asher Pimpleton-Gray, Ph.D., LPC 10/6/2022**Department Chair** | Mary Jane Bradley 10/25/2022**Head of Unit (if applicable)**   |
| Joanna m Grymes 10/12/2022**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 10/4/2022**Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 10/18/223**College Dean** | Alan Utter 11/29/2022**Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (if applicable)**   |  |

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

 Allison Paolini, apaolini@astate.edu, 3064

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

Summer 2023 (2023-24 Bulletin)

**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** |  | **COUN** |
| **Number\*** |  | **6063** |
| **Title** (include a short title that’s 30 characters or fewer) |  | **Diagnosis and Treatment** |
| **Description\*\*** |  | **Methods and research of clinical systems, assessment of psychopathology, and diagnosis, including diverse theoretical approaches to treatment planning and clinical practice issues. Introduction to the treatment of substance related and addictive disorders.**Corequisite – COUN 6213 Counseling Practicum |

 ***\**** 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 (excepting prerequisites and other restrictions) 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. YES Are there any prerequisites?
	1. If yes, which ones?

Corequisite – COUN 6213 Counseling Practicum

* 1. Why or why not?

This course provides the dialectical information that is utilized in the practicum

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

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

Not Applicable

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 Only

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.)

Module 1: **Overview to Diagnostic Systems & Role of School Counselor in Supporting Students with Mental Health Disorders**

Discussion Post

Sally Case Study Assignment

Module 2: **Diagnostic Interview, Mental Status Exam, and Therapeutic Modalities**

Discussion Post

Lucy Case Study

# Module 3: **Diagnostic Criteria, Process of Diagnosing, & Screening Instruments**

Discussion Post

Gabriella Case Study:

Module 4: Treatment Planning & Mood Disorders: Depressive & Bipolar Disorder

Discussion Post

Boomerang Do A Client Map Treatment Plan

Kurt Cobain Case Study

Module 5: **Anxiety and Adjustment Disorders**

Discussion Post

Hannah Case Study

Anxiety Lesson Plan

Module 6: **Obsessive Compulsive Disorders**

Discussion Post

Howie Mandel Case Study

4-Week OCD Intervention

Module 7: **Trauma and Stressor Related Disorders**

Discussion Post

PTSD Assignment

Child of Rage Assignment

Module 8: **Gender Dysphoria and Substance / Addictive Disorders**

Discussion Post

Mike Tyson Assignment

Challenge: Giving Up Substance Assignment (Due Module 10)

Module 9: **Disruptive, Impulse Control, and Conduct Disorder**

Discussion Post

Celebrity Case Study Assignment

Module 10: **Feeding & Eating Disorders**

Discussion Post

Eating Disorders Assignment

Challenge: Giving Up Substance Assignment Due

Module 11: **Paraphilic Disorders**

Discussion Post

Paraphilic Case Study

Movie Mania Assignment

Module 12: **Neurodevelopmental / Neurocognitive Disorders**

Discussion Post

William Case Study

Neurocognitive Disorders Presentation

Module 13: **Schizophrenia, Dissociative, Somatic, & Sleep Wake Disorders**

Discussion Post

Auditory Hallucination Assignment

Celebrity Case Study Assignment

Module 14: **Personality Disorders**

Discussion Post

Charles Manson Assignment

Richard Kuklinski Assignment

Module 15:

Discussion Post

Mental Health Intervention Assignment

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

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

None

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

One online instructor

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

 No

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)

 Students will learn the methods and research of clinical systems, assessment of psychopathology and diagnosis. Students will learn to perform individual, relational, and larger systems’ assessments, including, but not limited to a mental status exam, Diagnostic Report, as well as diagnosis using the current edition of the Diagnostic and Statistical Manual of Mental Disorders. Diverse theoretical approaches to treatment planning, clinical practice, and process issues are addressed across a variety of psychological disorders. During this course, students are introduced to the prevention and treatment of substance related and addictive disorders.

Course Goals:

* Students will gain insight into the role that school counselors play in supporting students with mental health disorders
* Students will be aware of the challenges students with mental health disorders face and the impact these challenges have on the overall performance of these students
* Students will be mindful of diagnostic criteria associated with a myriad of mental health disorders
* Students will be cognizant of the importance of collaboration with families and critical stakeholders in order to promote the success of students with mental health disorders
* Students will be aware of best practices to support students with mental health disorders
* Students will be aware of the significance for counselors possess a high degree of clinical awareness in order to meet the needs of students struggling with mental health disorders

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 is to ensure that students possess the knowledge, competency, and preparedness to work with and ensure K-12 students are successful academically, socially / emotionally, and vocationally.

c. Student population served.

Graduate Students in the School Counseling MSE program

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

Graduate program

**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 strongly identify as a professional school counselor. Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment. (Standard 1 Foundational Knowledge)
* Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting. Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development. (Standard 6 Professional Practice)
* Students will be equipped to practice ethically and legally in the school setting while relying on evidence-based practices in their work with diverse students and their families. Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses. (Standard 7 Ethical Practice)
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)** | **Standard 1. Foundational Knowledge.** Candidates demonstrate knowledge of the history of school counseling, and the structure and organization of the American education system. Candidates understand the development trajectories of diverse learners in the school environment. Students will strongly identify as a professional school counselor  |
| Assessment Measure | Exit SurveyComp ExamPRAXIS II 5421 Exam |
| Assessment Timetable | Last semester in the program |
| Who is responsible for assessing and reporting on the results? | MSE School Counseling Faculty |

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

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| **Program-Level Outcome 2 (from question #19)** | **Standard 6. Professional Practice.** Candidates demonstrate the appropriate scope of school counseling practice in varied educational settings, understand their role as a leader, collaborator, advocate, and agent for systemic change, and engage in opportunities to support their professional growth and identity development. Students will possess the knowledge, skill, and awareness to help a diverse range of students and their families in the school setting |
| Assessment Measure | **COUN 6663 Techniques and Instructional School Counseling Interventions** School Counselor Assignment**COUN 6063 Diagnosis and Treatment**6-week Mental Health Intervention Assignment**COUN 6483 Family Counseling**4-Week Divorce Intervention Assignment |
| Assessment Timetable | School Counselor Assignment in Techniques and School Counseling Interventions completed at end of COUN 66636-week Mental Health Intervention Assignment completed at the end of COUN 6063 4-Week Divorce Intervention Assignment completed during COUN 6483 |
| Who is responsible for assessing and reporting on the results? | MSE School Counseling Faculty |
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| **Program-Level Outcome 3 (from question #19)** | **Standard 7. Ethical Practice.** Candidates demonstrate ethical and culturally responsive behavior, maintain the highest standard of professionalism and legal obligation, and use consultation and ongoing critical reflection to prevent ethical lapses. Students will be equipped to practice ethically and legally in the school setting while relying on evidence-based practices in their work with diverse students and their families |
| Assessment Measure | **COUN 6053 Ethical and Legal Issues** Case Study 5.4 **COUN 6033 Social Cultural Foundations** Module 7 Self-Analysis Paper **PSY 6613 Professional Consultation**Module 7 School Counselor Role as Consultant Paper |
| Assessment Timetable | Assignment in Ethical and Legal Issues completed in Module 5 of COUN 6053Assignment in Social Cultural Foundations completed at end of COUN 6033Assignment in Professional Consultation Completed at the end of PSY 6613  |
| Who is responsible for assessing and reporting on the results? | MSE School Counseling Faculty |

 **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** | Increase awareness of diagnostic criteria related to a variety of mental health disorders |
| Which learning activities are responsible for this outcome? | Case Studies, DO A CLIENT MAP Treatment Plan, Lesson Plans, 4-Week OCD Intervention, Giving Up A Substance Activity, Movie Mania Assignment, Auditory Hallucination Assignment, 6-Week Mental Health Intervention Assignment |
| Assessment Measure  | 6-Week Mental Health Intervention Assignment (Direct Measure) |

*(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.**  |

INSERT:

COUN 6063 - Diagnosis and Treatment

Sem. Hrs: 3

Methods and research of clinical systems, assessment of psychopathology, and diagnosis, including diverse theoretical approaches to treatment planning and clinical practice issues. Introduction to the treatment of substance related and addictive disorders.

Corequisite: COUN 6213.