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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**

|  |
| --- |
| **[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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| Wayne Wilkinson 3/11/2020**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| Kris Biondolillo 3/11/2020**Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Head of Unit (if applicable)**   |
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| Summer DeProw | 3/11/2020 |
| **Office of Assessment** |  |

 | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| Wayne Wilkinson 3/16/2020**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
| Mary Jane Bradley 3/16/2020**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |
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| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Enter date |

**General Education Committee Chair (if applicable)**   |  |

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

Blake Sandusky, PhD, LMFT, LPC

wsandusky@astate.edu

870-972-3064

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

2020-2021

**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\*** |  | **6443** |
| **Title** |  | Telehealth for Mental Health Practice |
| **Description\*\*** |  | In-depth study of principles, theories, interventions, practical skills, and elements necessary for the implementation of Telehealth in professional counseling practice including attention to legal and ethical issues, cultural competence, technology, and standards of telehealth practice. |

 ***\**** (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? 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?

COUN 6113 and permission of instructor

* 1. Why or why not?

 Students need a foundational knowledge of counseling theories. Telehealth applies counseling theories and interventions through a technology based medium. Student must have a working knowledge of these ideas prior to beginning this course.

1. **Yes** Is this course restricted to a specific major?
	1. If yes, which major? Clinical Mental Health Counseling
2. **Proposed course frequency [Modification requested? No]**

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

Enter text...

1. **Proposed course type [Modification requested? 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.

This course will be lecture only

1. **Proposed grade type [Modification requested? 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? 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.)

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| **Week** | **Class Meeting Content** |
| 1 | Chapter 1: Evaluation and Treatment in Telebehavioral HealthLearning Objective: 1, 2Chapter 2: Cultural Sensitivity and Diversity in Telebeahvioral HealthLearning Objective: 3 |
| 2 | Chapter 3: Documentation and Administrative ProceduresLearning Objective: 1, 7Chapter 4: Virtual Environment and TelepresenceLearning Objective: 4 |
| 3 | Chapter 5: TechnologyLearning Objective: 3, 6, 7Chapter 4: Virtual Environment and TelepresenceLearning Objective: 4 |
| 4 | Chapter 7: Standards and Guidelines for Telebehavioral Health PracticeLearning Objective: 5, 7Chapter 8: Social Media and Digital Information CollectionLearning Objective: 8 |
| 5 | Chapter 9: Mobile Health TechnologiesLearning Objective: 3, 7Chapter 10: Telepractice DevelopmentLearning Objective: 9 |

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

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

None

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

1 Instructor/1 Classroom

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)

 This course if being created due to updates at the Arkansas counseling licensure board, The Arkansas Board of Examiners in Counseling (ARBOEC). The ARBOEC is requiring that all students in the state of Arkansas be trained in telehealth foundations for counseling prior to being licensed in Arkansas. Student will learn about foundational principles of applying counseling skills using a technology medium. These skills will focus on the appropriate ethical, legal, and culturally competent application of these skills. Students will engage with the curriculum accomplishing the following learning goals: 1. Current standards of practice for distance delivery 2. Appropriateness of services with diverse individuals, relationships, and families. 3. Online Cultures and Professional Ethics 4. Quality of the Therapeutic Alliance 5. Assessments and Safety Issues 6. HIPAA, Ethical Codes, and Internet Communications 7. Best Practices for Functional Equivalence 8. Boundaries, Online Disinhibition, and Establishing Client Appropriateness 9. Advertising, Billing, and Reimbursement

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 ARBOEC has indicated a move towards including telehealth counseling for all counseling students, as a requirement, in the state of Arkansas. The ARBOEC does not currently have legislation passed to make these changes, however the changes are imminent and expected. The Department of Psychology and Counseling Mission Statement is “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. The department is also committed to research and scholarly activities to expand the academic knowledge base and to improve the quality of professional services.” (2019-2020 Undergraduate Bulletin, pg 166). This proposed curriculum will prepare counseling students to offer cutting edge counseling services through “high professional standards for service deliver.” Currently there are trends within the counseling profession moving toward telehealth services, particularly in rural areas. Preparing our students to meet these needs allows counseling faculty to fulfill the mission of preparing students for professional service delivery.

c. Student population served.

Graduate students in the clinical mental health counseling program including possible professionals in the field looking to obtain their technology assisted licensing credential.

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

This is a graduate course in the clinical mental health counseling program. Only those licensed, seeking licensure, or with significant practice and understanding of counseling skills and theories will be able to apply the content from this course.

**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 learn about telehealth counseling. This curriculum content fits within the clinical mental health counseling (CMHC) current assessment plan in section 6 Counseling and Helping Relationships. Knowledge outcomes of section 6 include “Students will demonstrate knowledge of theoretical frameworks, case conceptualization skills, and strategies for incorporating evidence-based practice into counseling. This course will also fit directly into program objectives (a) To instill a strong professional counseling identity within our students and (b) To prepare students to conduct individual and group work in a variety of settings.

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 #23)** | Students will demonstrate knowledge of theoretical frameworks, case conceptualization skills, and strategies for incorporating evidence-based practice into counseling.  |
| Assessment Measure | Direct: Counselor Preparation Comprehensive Exam (CPCE) Indirect: Pre-graduation Counselor Preparedness and Job Placement survey, Question 9  |
| Assessment Timetable | Direct: National comprehensive exam taken in the last semester of the student’s program. CPCE is modeled after the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) accreditation standards. CACREP includes technology learning in Section 2: Professional Counseling Identity; F. Eight Common Core Areas; 5. Counseling and Helping Relationships; d. ethical and culturally relevant strategies for establishing and maintain in-person and technology-assisted relationshipsIndirect: Given to each student at the end of Supervised Internship II COUN 7493 |
| Who is responsible for assessing and reporting on the results? | CMHC faculty are responsible for assessing, analyzing data, and making program changes. Dr. Asher Pimpleton-Gray is the assessment coordinator for the CMHC program. Dr. Lacey Overley is the comprehensive exam coordinator for the CMHC program. Dr. Stephanie Gotay is responsible for clinical experience program outcomes.  |

 *(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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| 1. **Outcome 1**
 | 1. Current standards of practice for distance delivery  |
| Which learning activities are responsible for this outcome? | In class discussion; Case study application;  |
| Assessment Measure  | Reading Reflection Questions; Exams |
| **Outcome 2** | 2. Appropriateness of services with diverse individuals, relationships, and families.  |
| Which learning activities are responsible for this outcome? | In class discussion, Case study application |
| Assessment Measure  | What Reading Reflection Questions; Exams  |

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| **Outcome 3** | 3. Online Cultures and Professional Ethics  |
| Which learning activities are responsible for this outcome? | In class discussion; Case study application;  |
| Assessment Measure  | Reading Reflection Questions; Exam |

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| **Outcome 4** | 4. Quality of the Therapeutic Alliance |
| Which learning activities are responsible for this outcome? | In class discussion; Case study application;  |
| Assessment Measure  | Reading Reflection Questions; Exam |

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| **Outcome 5** | 5. Assessments and Safety Issues  |
| Which learning activities are responsible for this outcome? | In class discussion; Case study application;  |
| Assessment Measure  | Reading Reflection Questions; Exam |

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| **Outcome 6** | 6. HIPAA, Ethical Codes, and the Internet Communications  |
| Which learning activities are responsible for this outcome? | In class discussion; Case study application;  |
| Assessment Measure  | W Reading Reflection Questions; Exam |

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| **Outcome 7** | 7. Best Practices for Functional Equivalence  |
| Which learning activities are responsible for this outcome? | In class discussion; Case study application;  |
| Assessment Measure  | Reading Reflection Questions; Exam |

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| **Outcome 8** | 8. Boundaries, Online Disinhibition, and Establishing Client Appropriateness  |
| Which learning activities are responsible for this outcome? | In class discussion; Case study application;  |
| Assessment Measure  | Reading Reflection Questions; Exam |

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| **Outcome 9** | 9. Advertising, Billing, and Reimbursement |
| Which learning activities are responsible for this outcome? | In class discussion; Case study application;  |
| Assessment Measure  | Reading Reflection Questions; Exam |

*(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.**  |

2019-2020 Bulletin (page 323):

Current:

COUN 6433. Crisis Counseling In-depth study of crisis theory, intervention models, and practical skills for effective intervention. Attention to crises related to suicide, violence, victimization, psychiatric illness, chemical dependency, individual or family-level trauma, and communitywide disasters. Emphasis on crisis assessment, management, and short-term interventions. Prerequisite: COUN 6113 and instructor permission.

COUN 6473. Child and Adolescent Counseling Theory and techniques for treating emotional and psychological disorders in children and adolescents with a focus on various counseling approaches to treatment and treatment evaluation. Prerequisite: COUN 6113, PSY 6543.

New:

COUN 6433. Crisis Counseling In-depth study of crisis theory, intervention models, and practical skills for effective intervention. Attention to crises related to suicide, violence, victimization, psychiatric illness, chemical dependency, individual or family-level trauma, and communitywide disasters. Emphasis on crisis assessment, management, and short-term interventions. Prerequisite: COUN 6113 and instructor permission.

**COUN 6443. Telehealth for Mental Health Practice In-depth study of principles, theories, interventions, practical skills, and elements necessary for the implementation of Telehealth in professional counseling practice including attention to legal and ethical issues, cultural competence, technology, and standards of telehealth practice. Prerequisite, COUN 6113**

COUN 6473. Child and Adolescent Counseling Theory and techniques for treating emotional and psychological disorders in children and adolescents with a focus on various counseling approaches to treatment and treatment evaluation. Prerequisite: COUN 6113, PSY 6543.