

# COUN 930 Doctoral Practicum in Counseling-CrsRvs-2018-04-08

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. \*

## Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

**First Step:** **ONLY** change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title***

**Second Step:** Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS***
- Please be sure to remove the Brackets while renaming the page***

**Third Step:** Make sure the word ***DRAFT*** is in yellow at the top of the proposal

**Fourth Step:** Click on “**EDIT CONTENTS**” (*not EDIT*) and start completing the template. When exiting or when done, click “**SAVE**” (*not Save Draft*) on bottom right

When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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<b>Course Level*</b>	graduate-level
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### Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

Category A:	Category B:  course_revision  <i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i>  <i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i>  <i>* Distance Education: Please complete the Distance Education section of this form (below)</i>
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### Rationale for Proposed Changes (All Categories)

<b>(A) Why is the course being revised /deleted:*</b>	<p>In the COUN department, professional practice, including practicum and field/internship experiences, provide for the practical application of theory with the development of skills necessary to become a counselor, counselor educator and/or supervisor while under supervision. These experiences provide authentic opportunities for students to counsel actual clients while working under faculty and site based supervision. Although at IUP students who receive a C in a graduate level course can potentially progress through their degree programs with minimal academic risk, the consequences for a student to receive a C in a practicum course-- indication of weak performance--creates potential risks for future clients as well as for the university. Risks include potential psychological or emotional harm, thereby positioning the COUN department and the University for legal liability. The COUN department seeks to establish a stipulation that all students in the Ph.D. program must pass practicum coursework with a B or better before being permitted to move on to field/internship experiences.</p>
<b>(B) University Senate Summary of Rationale*</b>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <div style="border: 1px solid black; padding: 5px;"> <p>In the Department of Counseling, both Master's programs (MA &amp; M.Ed.) require a B or better in the practicum courses. This change would keep standards consistent across programs within the Department.</p> <p>From section A above: In the COUN department, professional practice, including practicum and field/internship experiences, provide for the practical application of theory with the development of skills necessary to become a counselor, counselor educator and/or supervisor while under supervision. These experiences provide authentic opportunities for students to counsel actual clients while working under faculty and site based supervision. Although at IUP students who receive a C in a graduate level course can potentially progress through their degree programs with minimal academic risk, the consequences for a student to receive a C in a practicum course-- indication of weak performance--creates potential risks for future clients as well as for the university. Risks include potential psychological or emotional harm, thereby positioning the COUN department and the University for legal liability. The COUN department seeks to establish a stipulation that all students in the Ph.D. program must pass practicum coursework with a B or better before being permitted to move on to field/internship experiences.</p> </div>
<b>(C) Implications of the change on the program, other programs and the Students:*</b>	<p>If students do not earn a B or better in this course, it will be necessary for them to retake the class in order to satisfy the requirements and move on to the field experience. This change safeguards the department and ensures students are prepared for the next steps in their degree program, their field experience. From this preparation, future clients are safeguarded. This change also protects the university from potential liability related to inadequate preparation.</p>

Current Course Information*	
Category A	
<b>(D) Current Prefix*</b>	
<b>Proposed Prefix</b>	
<b>(E) Current Number*</b>	
<b>Proposed Number</b>	
<b>(F) Current Course Title*</b>	
<b>Proposed Course Title</b>	
<b>(G) Prerequisite(s)</b>	
<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	
<b>Proposed Catalog Description</b>	
<i>If changing Category A, no further action required.</i>	

**Category B (if no change, leave blank)**

<p><b>(I) Repeatable Course</b></p> <p>This is for a course that can be repeated</p> <p>Multiple times e.g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																																
<p><b>Proposed Repeatable Course</b></p>	<p>If YES, please complete the following:</p> <p>Number of Credits that May be Repeated:</p> <p>Maximum Number of Credits Allowed to be Repeated:</p>																																
<p><b>(J) Number of Credits</b></p>	<p>Class Hours per week:2.5</p> <p>Lab Hours:</p> <p>Credits:3</p>																																
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<p><b>(K) Current Course Student Learning Outcomes (SLOs)</b></p>	<p>Students will:</p> <ol style="list-style-type: none"> <li>synthesize, integrate, and apply personal theory of counseling in work with clients.</li> <li>conceptualize clients from multiple theoretical perspectives within the context of cultural needs and developmental levels.</li> <li>demonstrate advanced counseling skills including empathic rapport building, assessment, diagnostic evaluation, goal setting, treatment planning, referral, documentation, and accountability.</li> </ol> <ol style="list-style-type: none"> <li>demonstrate ethical, legal, and culturally relevant counseling practices and techniques with clients.</li> <li>implement evaluation methods for counseling effectiveness as appropriate to the counseling setting.</li> <li>understand the importance of evidence-based counseling practice.</li> <li>establish appropriate consultation relationships with relevant stakeholders.</li> <li>advocate for clients at the individual, system, and/or policy levels.</li> <li>understand roles and relationships related to clinical supervision</li> </ol>																																
<p><b>(L) Proposed Course Student Learning Outcomes (SLOs)</b></p> <p>For each outcome, describe how the outcome will be achieved</p>	<table border="1"> <thead> <tr> <th>SLO #</th> <th>Outcome</th> <th>How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>synthesize, integrate, and apply personal theory of counseling in work with clients.</td> <td>Summative Assignment (SA)</td> </tr> <tr> <td>2</td> <td>conceptualize clients from multiple theoretical perspectives within the context of cultural needs and developmental levels</td> <td>Group Supervision</td> </tr> <tr> <td>3</td> <td>demonstrate advanced counseling skills including empathic rapport building, assessment, diagnostic evaluation, goal setting, treatment planning, referral, documentation, and accountability.</td> <td>Individual Supervision</td> </tr> <tr> <td>4</td> <td>demonstrate ethical, legal, and culturally relevant counseling practices and techniques with clients.</td> <td>Midterm/Final Evaluation</td> </tr> <tr> <td>5</td> <td>implement evaluation methods for counseling effectiveness as appropriate to the counseling setting.</td> <td>SA</td> </tr> <tr> <td>6</td> <td>provide a rationale for the use of evidence-based counseling practice.</td> <td>Midterm/Final Evaluation</td> </tr> <tr> <td>7</td> <td>establish appropriate consultation relationships with relevant stakeholders.</td> <td>Individual Supervision</td> </tr> <tr> <td>8</td> <td>demonstrate skills needed to advocate for clients at the individual, system, and/or policy levels.</td> <td>Group Supervision</td> </tr> <tr> <td>9</td> <td>analyze the roles and relationships related to clinical supervision</td> <td>Group Supervision</td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	synthesize, integrate, and apply personal theory of counseling in work with clients.	Summative Assignment (SA)	2	conceptualize clients from multiple theoretical perspectives within the context of cultural needs and developmental levels	Group Supervision	3	demonstrate advanced counseling skills including empathic rapport building, assessment, diagnostic evaluation, goal setting, treatment planning, referral, documentation, and accountability.	Individual Supervision	4	demonstrate ethical, legal, and culturally relevant counseling practices and techniques with clients.	Midterm/Final Evaluation	5	implement evaluation methods for counseling effectiveness as appropriate to the counseling setting.	SA	6	provide a rationale for the use of evidence-based counseling practice.	Midterm/Final Evaluation	7	establish appropriate consultation relationships with relevant stakeholders.	Individual Supervision	8	demonstrate skills needed to advocate for clients at the individual, system, and/or policy levels.	Group Supervision	9	analyze the roles and relationships related to clinical supervision	Group Supervision		
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<p><b>(M) Previous Brief Course Outline</b></p> <p><i>(It is acceptable to copy from old syllabus)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Topic 1: Overview of practicum requirements and becoming effective as a supervisee</p> <p>Topic 2: Developing and implementing your counseling theoretical orientation</p> <p>Topic 3: Application of counseling techniques</p> <p>Topic 4: Integrating accountability into your counseling work</p> <p>Topic 5: Client conceptualization</p> <p>Topic 6: Diagnosis in counseling</p> <p>Topic 7: Ethics, law, and professionalism</p> <p>Topic 8: Cultural competence and appreciation of diversity</p> <p>Topic 9: Advocacy for clients, counseling, and counseling systems</p> <p>Topic 10: Staying well: Guidelines for responsible living</p>
<p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the content to faculty across campus. It is not necessary to include specific readings, calendar or assignments)</i></p>	<p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>No changes from previous course proposal.</p> <p>Topic 1: Overview of practicum requirements and becoming effective as a supervisee</p> <p>Topic 2: Developing and implementing your counseling theoretical orientation</p> <p>Topic 3: Application of counseling techniques</p> <p>Topic 4: Integrating accountability into your counseling work</p> <p>Topic 5: Client conceptualization</p> <p>Topic 6: Diagnosis in counseling</p> <p>Topic 7: Ethics, law, and professionalism</p> <p>Topic 8: Cultural competence and appreciation of diversity</p> <p>Topic 9: Advocacy for clients, counseling, and counseling systems</p> <p>Topic 10: Staying well: Guidelines for responsible living</p>

### Distance Education Section

*- Complete this section only if adding Distance Education to a New or Existing Course*

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b></p>
<p><b>Course Prefix/Number</b></p>	
<p><b>Course Title</b></p>	
<p><b>Type of Proposal</b></p>	<p><i>See CBA, Art. 42.D.1 for Definition</i></p>

<b>Brief Course Outline</b>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	
<b>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</b>	
<b>How will the instructor-student and student-student interaction take place? (if applicable)</b>	
<b>How will student achievement be evaluated?</b>	
<b>How will academic honesty for tests and assignments be addressed?</b>	

## Liberal Studies Section

*- Complete this section only for a new Liberal Studies course or Liberal Studies course revision*

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b>
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<b>Liberal Studies Course Designations (Check all that apply)</b>	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	

<p><b>Liberal Studies Elective</b></p> <p><b>Expected Undergraduate Student Learning Outcomes (EUSLOs)</b></p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Please mark the designation(s) that apply - must meet at least one</i></p> <p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i></p> <p><i>See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th data-bbox="548 317 1268 373">Informed Learners demonstrate:</th> <th data-bbox="1268 317 1442 373">Course SLO #</th> </tr> </thead> <tbody> <tr> <td data-bbox="548 373 1268 464"> <ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul> </td> <td data-bbox="1268 373 1442 464"></td> </tr> <tr> <td data-bbox="548 464 1268 554"> <ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul> </td> <td data-bbox="1268 464 1442 554"></td> </tr> <tr> <td data-bbox="548 554 1268 644"> <ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul> </td> <td data-bbox="1268 554 1442 644"></td> </tr> <tr> <td data-bbox="548 644 1268 735"> <ul style="list-style-type: none"> <li>the human imagination, expression and traditions of many cultures</li> </ul> </td> <td data-bbox="1268 644 1442 735"></td> </tr> <tr> <td data-bbox="548 735 1268 825"> <ul style="list-style-type: none"> <li>the interrelationships within and across cultures &amp; 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	<ul style="list-style-type: none"> <li>• civic engagement</li> </ul>	
	<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
	<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p><b>How will each outcome be measured</b> (note should mirror (L) Student Learning Outcomes* (SLO) from the course proposal</p>	<i>Narrative on how the course will address the Selected Category Content</i>	
	<b>Course SLO #</b>	<b>Assessment Tool to be used to measure the outcome</b>
	1	
	2	

3	
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**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.  
Please answer the following questions.**


<p><b>Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.</b></p>	
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<p><b>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</b></p>	
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**Teacher Education Section**

*- Complete this section only for a new Teacher Education course or Teacher Education course revision*

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></p>
<p><b>Course Designations:</b></p>	
<p><b>Key Assessments</b></p>	

	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p><b>File</b>   <b>Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.  
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>