EDSP 945 Clinical Supervision in Psychology-NewCrs-2015-11-30

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Form Information

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

Second Step: Click save on bottom right

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

Fourth Step: Click on EDIT CONTENTS and start completing the template. When exiting or done, click save 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.

Please direct any questions to curriculum-approval@iup.edu

Indicates a required field

Proposer*	Timothy J. Runge	Proposer Email*	trunge@iup.edu
Contact Person*	Timothy J. Runge	Contact Email*	trunge@iup.edu
Proposing Department/Unit*	EDSP	Contact Phone*	724 357.3788

(A) Course Prefix*	See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323 EDSP
(B) Course Number*	*If Dual Listed, enter both course numbers* 945
(C) Course Title*	Clinical Supervision in Psychology
(D) Course Level*	graduate-level
(E) Cross Listed*	*Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc. Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:
(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	 Class Hours:3.0 Lab Hours:0 Credits:3.0

(I) Prerequisite (s)	Designated by Doctoral Program Coordinator
(J) Co-requisite (s)	*This means that another course must be taken in the same semester as the proposed course* None

(K) Additional Information	*Check all that apply. Note: Additional documentation will be required*
	
	* Teacher Education: Please complete the Teacher
	  Education section of this form (below)
	
	* Liberal Studies: Please complete the Liberal Studies
	  section of this form (below)
	
	* Distance Education: Please complete the Distance
	  Education section of this form (below)

(L) Recommended Class Size	NO Number (Enter Zero if No): If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(M) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* This course provides an introduction to theories, models, techniques, relationships, processes of supervision and evaluation of supervisees in the field of psychology. Students will gain the knowledge, basic skills, and self-awareness necessary to engage in consultation, negotiation/mediation, and systems level intervention in mental health and educational systems. Current legal and ethical implications are considered.
(N) Student Learning Outcomes*	*These should be measurable, appropriate to the course level, and phrased in terms of* <u>*student achievement,*</u> *not instructional or content outcomes* *If dual listed, indicate additional learning objectives for the higher level course.* Students will: 1. Appraise different theories and models of supervision and their application in various settings and professional situations; 2. Describe supervision techniques in the areas of assessment, consultation, and intervention; 3. Identify and examine personal attitudes and values that influence their role as a supervisor; 4. Identify factors that affect the interpersonal relationship between supervisor and supervisee, and describe steps to promote development of an effective supervisory relationship; 5. Demonstrate self-awareness of clinical supervision skills within a variety of settings and professional situations; 6. Assess legal and ethical implications of the supervisory relationship and role as a supervisor, and apply ethical reasoning when presented with ethical dilemmas in practice; 7. Demonstrate the role and process of evaluation in the supervisory relationship and select appropriate tools for evaluation; 8. Synthesize knowledge concerning standards, practice, and theory into an articulated framework that guides their own practice of supervision in their anticipated professional setting;

(O) Brief Course Outline*	*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* *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.* General topics would include: • Theories of supervision • Modalities of supervision • Influences of the individual, cultures, and developmental differences on supervision • Supervision processes and issues of the supervisory triad and dyad • Supervisor and supervisee influences on the supervisory relationship • Techniques in supervision • Organizing the supervision experience • Supervision of assessment, consultation, and interventions • Supervision in different contexts, including mental health and educational systems • Ethical and legal implications of the supervisory relationship and provision of supervision • Cultural competence in supervision • Evaluation of supervisees and programs • Research in supervision

Rationale for Proposal	
(P) Why is this Course Being Proposed?*	This course is proposed to fill a specific void in our existing doctoral program related to the education and training of supervisory skills in the fields of mental health and education. Our department does not provide a stand-alone course in the theory and practice of supervision, nor does any related department (e.g., Psychology or Counseling). Doctoral school psychologists are increasingly asked to provide supervision to a variety of practicum, intern, and post-certification school psychologists. Consistent with standards of the National Association of School Psychologists (NASP) and the American Psychological Association (APA), this course would provide the necessary knowledge and skills for doctoral students in school psychology to provide appropriate supervision in the field. Finally, this course will augment the proposed curricular changes to our doctoral program in School Psychology to better position the program for accreditation by the APA. This would make our graduates eligible for licensure to practice independently as psychologists, improve the overall quality of our program, and attract more applicants to IUP.
(Q) University Senate Summary of Rationale	*Please enter a single paragraph summary/rationale of changes or proposal for University Senate.* This course is proposed to fill a specific void in our existing doctoral program related to providing students with appropriate knowledge and skill related to the provision of high-quality supervision in the fields of mental health and education. Doctoral school psychologists are increasingly asked to provide supervision to a variety of practicum, intern, and post-certification school psychologists. Consistent with standards of the National Association of School Psychologists (NASP) and the American Psychological Association (APA), this course would provide the necessary knowledge and skills for doctoral students in school psychology to provide appropriate supervision in the field.
(R) How Does it Fit into the Departmental Curriculum?*	*Check all that apply* Core Requirement If Other, please explain:
(S) Is a Similar Class Offered in Other Departments?*	NO Please Provide Comment: A review in Fall 2015 of related departments (e.g., Psychology; Counseling) did not reveal a comparable course. While these departments offer similar content to this proposed course, the content is embedded within other courses (e.g., PSYC 973 Assessment Clinic). Accreditation bodies are increasingly desiring that training programs offer stand-alone courses in supervision. Therefore, existing courses in other departments that offer embedded training in supervision are not sufficient for the needs of the EDSP.

(T)Does it Serve the College /University Above and **Beyond the Role it Serves in the Department?***	NO Please Provide Comment:
(U) Who is the Target Audience for the Course?*	Course Designed for Majors If Other, please explain:
(V) Implications for Other Departments*	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs) A review in Fall 2015 of related departments (e.g., Psychology; Counseling) did not reveal a comparable course. While these departments offer similar content to this proposed course, the content is embedded within other courses (e.g., PSYC 973 Assessment Clinic). Accreditation bodies are increasingly desiring that training programs offer stand-alone courses in supervision. Therefore, existing courses in other departments that offer embedded training in supervision are not sufficient for the needs of the EDSP. B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
(W) Attach Supporting Documents for Implications, **if Necessary**	**File** **Modified**
(X) Are the Resources Adequate?*	*(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)* YES Please Provide Comment:

Distance Education Section

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

If Completing this Section, **Check the Box to the Right:**	
Course Prefix/Number	
Course Title	
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*

Brief Course Outline	*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*
	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.

Rationale for Proposal (Required Questions from CBA)	
How is/are the instructor(s) qualified **in the Distance Education delivery** **method as well as the discipline?**	
For each outcome in the course, describe **how the outcome will be achieved using** **Distance Education technologies.**	
How will the instructor-student and **student-student interaction take place?** **(if applicable)**	
How will student achievement be evaluated?	
How will academic honesty for tests **and assignments be addressed?**	

Liberal Studies Section

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

If Completing this Section, Check the Box to the Right:	

Liberal Studies Course Designations (Check all that apply)	
Learning Skills:	
Knowledge Area:	

Liberal Studies Elective	*Please mark the designation(s) that apply - must meet at least one*
Expected Undergraduate Student **Learning Outcomes** **(EUSLOs)**	*Describe how each Student Learning Outcome in the course enables students to become Informed Learners, Empowered Learners and/or Responsible Learners* *See http://www.iup.edu/WorkArea/DownloadAsset.aspx?id=181694*
Description of the Required **Content for this Category**	*Narrative on how the course will address the Selected Category Content*

All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.

Please answer the following questions.

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.**	
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.**	

Teacher Education Section

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

If Completing this Section, **Check the Box to the Right:**	
Course Designations:	
Key Assessments	

	For both new and revised courses, please attach (see the program education coordinator): - The Overall Program Assessment Matrix - The Key Assessment Guidelines - The Key Assessment Rubric **File** **Modified** <hr> No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

For Deans Review
Are Resources Available/Sufficient for this Course?
Is the Proposal Congruent with the College Mission?
Has the Proposer Attempted to Resolve Potential Conflicts with Other Academic Units?
Comments:

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