



Doc Nbr:	69759927	Status:	ENROUTE
Initiator:	swilson	Created:	Feb 5, 2018

**New Course KO EDUC-G 504**

**Course Request Key Fields**

1 .	Requesting Campus:	KO-Kokomo
2 .	Matching Course:	Yes
3 .	School:	EDUC-School of Education
4 .	Subject:	EDUC-Education
5 a.	Course Number:	G-504
b.	Has course number been reserved with, ussscrt@indiana.edu, University Student Services and Systems?	Yes
6 .	Credit Type:	Graduate
7 .	Is this a Purdue Course?	No
8 a.	Course Title	COUNSELING THEORIES AND TECHNIQUES II: BEHAVIOR AND FAMILY SYSTEMS
b.	Recommended Abbreviation (30 characters including spaces):	COUNS THEO/TECH II:BEH/FAM SYS

**Course Catalog Attributes**

9 .	Academic Career:	Graduate
10 .	Effective Term (anticipated):	Fall 2018
11 .	Credit Hours:	Fixed at 3
12 .	Contact Hours:	
13 .	Is S-F grading approval being requested?	No
14 .	Is variable title approval being requested?	No
15 .	Prerequisites/Corequisites (Information Only):	
16 .	Course Description:	Analysis of major behavior and family counseling theories emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of behavior, and family approaches to professional practice.

**Course Attributes for Scheduling**

17 .	Equivalent Courses:	
18 a.	Repeatable for Credit?	No
b.	Total Career Credit Hours Allowed:	3
c.	Total Career Completions Allowed:	1
d.	Allow multiple enrollments in term?	No
19 a.	Type of Instructional Experience (Select primary component):	Lecture
b.	Additional component(s) that apply:	Lecture
20 .	Instruction Mode (select all that apply):	
21 .	Instructor Name:	
22 .	Estimated Enrollment:	

23 .	Estimated Enrollment Percent Expected to be Graduate Students:	
24 .	Frequency of Schedule:	Fall/Spring
25 .	Course Typically Offered:	Fall Term
26 .	Will this course be required for majors?	Yes

### Additional Course Information

27 .	Justification for New Course:	TEACH MHC PROGRAM AT IU-KOKOMO, IU-EAST, AND IU-SOUTHEAST
28 a.	Does this course overlap with existing courses?	Yes
b.	Please explain:	MATCHING
c.	Have you contacted the appropriate department, school, etc. affected by the overlap?	Yes
29 .	Are the necessary reading materials currently available in the appropriate library?	No
30 .	Do you anticipate this course will require a special fee? (Information Only)	No

### Essential Syllabus Information

ESI 1.	Course Content:	ANALYSIS OF MAJOR BEHAVIOR AND FAMILY COUNSELING THEORIES EMPHASIZING DIDACTIC AND EXPERIMENTAL ACTIVITIES DESIGNED TO MODEL APPLICATION OF PROCESSES, PROCEDURES, AND TECHNIQUES OF BEHAVIOR, AND FAMILY APPROACHES TO PROFESSIONAL PRACTICE
ESI 2.	Representative Bibliography or Resources:	TBD
ESI 3.	Teaching and Learning Methods:	PRESENTATION, DEMONSTRATIONS, PERSONAL PHILOSOPHY, CASE CONCEPTUAL, MOCK PRACTICE SESSIONS, MOCK SUICIDE ASSESSMENT, INTERVENTION, AND PREVENTION.
ESI 4.	Learning Outcome/Objectives:	COMPARE AND CONTRAST AT LEAST THREE THEORIES OR MODELS OF COUNSELING; DESCRIBE THE PROCESS OF CHANGE AND VARIABLES THAT INFLUENCE THIS PROCESS; DESCRIBE COUNSELOR CHARACTERISTICS AND BEHAVIORS THAT INFLUENCE THE PROCESS; DESCRIBE STEPS FOR SUICIDE ASSESSMENT, INTERVENTION, AND PREVENTION.
ESI 5.	Learning Assessment:	PRESENTATIONS AND MOCK DEMONSTRATION; MOCK/PRACTICE COUNSELING SESSIONS; CASE CONCEPTUALIZATION; PERSONAL PHILOSOPHY OF COUNSELING; PRACTICE SUICIDE ASSESSMENT, INTERVENTION, AND PREVENTION.

### General Education Questions

GE1 .	Does this course satisfy campus-specific General Education requirements?	
-------	--	--

### University Graduate School Specific Questions

UGS1 a.	Is this a cross-listed course?	No
b.	Please list the cross-listed courses:	
UGS2 a.	Is this a joint-listed (combined section) course?	Yes
b.	Please list the joint-listed (combined section) courses:	TWO SECTIONS WILL ENROLL STUDENTS IN PROGRAM

**Student Enrollment Services**

<b>USS 1.</b> <b>S</b>	<b>Course ID:</b> 014867
<b>USS 2.</b> <b>S</b>	<b>Remonstrance List:</b>

**Indiana University Southeast  
School of Education**

**Mission Statement:** The mission of the Indiana University Southeast School of Education is to develop high quality, caring professionals who are leaders in the continuous transformation of schools within a diverse society

**EDUC G504 Counseling Theories & Techniques**  
**Fall 2018 Section #**

<b>Instructor:</b>	<b>Office Location:</b>
<b>E-mail:</b>	<b>Cell Phone #</b>
<b>Office Phone</b>	<b>Office Hours:</b>

**Virtual Office Hours:** You can reach me by email or phone almost anytime

**Course type:** Graduate, Lecture & Discussion

**Course Description:** Analysis of major behavior and family counseling theories emphasizing didactic and experiential activities designed to model application of processes, procedures, and techniques of behavior, and family approaches to professional practice

**Canvas:** Candidates are required to use Canvas to access instructional material, assignments and messages. Candidates are required to upload assignments to Canvas & post messages for class discussions.

**Course Outcomes & Learning Objectives.** By the end of this course, candidates will be able to:

1. Compare & contrast at least 3 theories or models of counseling
2. Describe the process of change and 'variables' that influence this process
3. Describe counselor characteristics & behaviors that influence the counseling process
4. Utilize interviewing, basic & evidence-based counseling strategies/techniques during a mock counseling session, and for case conceptualization
5. Describe specific steps of suicide assessment, intervention & prevention
6. Describe theories, models, and strategies of effective consultation

**Possible 'Key' Assessments**

**Exam**

**Presentations & Mock Demonstration:** compare & contrast at least 2 counseling theories of models, describe philosophy and foundation of each theory/model, describe specific techniques of each theory/model, strengths & weaknesses of each model, current use of each theory/model, how these models relate to evidence-based approaches, etc. Candidates will include a 3 – 5 minute demonstration using each theory

**Mock/Practice Counseling Sessions:** candidates practice counseling skills with one another, will audio or video record these mock practice sessions, will transcribe part of the session & identify skills used, identify skills that could have been used, etc.

**Case Conceptualization:** use at least 2 theories or models of counseling to conceptualize mock client issues. Describe techniques each model would use, potential goals and 'homework' assigned to client based on each theory/model

**Personal philosophy of counseling:** candidates examine themselves, their beliefs, their understanding of the change process, and describe how their philosophy of change influences the model/techniques of counseling they use with clients.

**Practice Suicide Assessment, Intervention & Prevention:** candidates will be required to demonstrate steps of these assessments & describe how they use information gathered from these assessments to inform their next steps

### **SOE Candidate Outcomes**

Candidates completing School of Education programs of study will demonstrate:

1. knowledge of content and the use of best practices in delivering effective instruction to all students;
2. dispositions necessary to help all students learn; and
- (3) knowledge, skills and dispositions needed to participate in school transformation.

### **Diversity Statement and Candidate Proficiencies**

IU Southeast's Strategic Plan suggests that inclusion of diversity goals will require effort by the campus community. "Improved diversity and equity at the University require: a) a commitment from all its constituencies, b) curricular and co-curricular alignment with these principles, c) a pluralistic and welcoming campus climate, and d) a consistent and steady effort to ensure increased diversity of students, faculty, staff, and administrators."

In keeping with these beliefs, the **School of Education** has adopted the following **Diversity Proficiencies**

Candidates will:

1. Learn about and respect diverse learners and their families
2. Understand social disparities that affect students and apply social justice within the classroom and the school
3. Create an inclusive learning community where differences are respected
4. Adjust lessons, educational materials, resources, guidance, and other materials to accommodate needs of all students
5. Examine and reflect on personal practice to reduce bias and stereotypes within their work.

**Reference:** Proficiencies adopted from - Accreditation, Accountability, and Quality: An Institutional Orientation and Professional Development Conference. Presented by Maureen D. Gillette, Northeastern Illinois University, AACTE/NCATE September 2008

### **Succeed at IU**

You're probably used to seeing many policy statements on a syllabus. Faculty include these statements to ensure you understand course expectations so that you can succeed in your courses. At IU, we have placed all university policies on a single website easily accessed from every Canvas course site. Simply look at the left navigation bar and click on Succeed at IU. You can find links to sites with a great deal of useful information including

- How to avoid plagiarism and cheating
- Disability Services
- FLAGS
- Tutoring centers
- Canvas Guides
- Financial Aid
- Sexual Misconduct
- Counseling
- Writing Center and much more!

My expectation is that you review university policies carefully to ensure you understand the policy and possible consequences for violating the policy. Please contact me if you have any questions about any university policy.

**Technology Skills:** The candidate will utilize CANVAS for class materials & submission of some course assignments; candidates will utilize technology for research and class presentations; candidates *may be* required to audio or video-record mock practice counseling sessions; candidates may be required to research credible print and electronic mental health counseling resources; Candidates will be expected to communicate with the instructor through e-mail and CANVAS.

### **Content Standards**

The Mental Health Counseling Program of IU Southeast, IU East & IU Kokomo is based on the 2016 CACREP Accreditation Standards and the Indiana Mental Health Counselor licensing requirements as stipulated by the Behavioral Health & Human Service Licensing Board. The standards assessed in this course, EDUC G504 Counseling Theories & Techniques are

#### **3. Human Growth & Development**

- a) theories of individual and family development across the lifespan
- b) theories of learning
- f) systemic and environmental factors that affect human development, functioning, and behavior

#### **5. Counseling & Helping Relationship**

- a) theories and models of counseling
- b) a systems approach to conceptualizing clients
- c) theories, models, and strategies for understanding and practicing consultation
- d) ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- f) counselor characteristics and behaviors that influence the counseling process
- g) essential interviewing, counseling, and case conceptualization skills
- j) evidence-based counseling strategies and techniques for prevention and intervention
- n) processes for aiding students in developing a personal model of counseling

### Clinical Mental Health Counseling Standards

Counselor education programs with a specialty area in clinical mental health counseling must document additional MHC standards. The specific MHC standards assessed in this course, EDUC G504 Counseling Theories & Techniques, are:

#### 1. Foundations

b) theories and models related to clinical mental health counseling

#### 3. Practice

b) techniques and interventions for prevention and treatment of a broad range of mental health issues

Course Objective	MHC Standards	CACREP Standard	Assessment
Compare & contrast at least 3 theories or models of counseling	1b	3a, 5a, 5b	Presentation & Demonstration
Describe the process of change and 'variables' that influence this process	1b	3f, 5f	Personal Philosophy
Describe counselor characteristics & behaviors that influence the counseling process	1b	3f, 5f,	Case Conceptual Personal Philosophy of Counseling
Utilize interviewing, basic & evidence-based counseling strategies/techniques during a mock counseling session, and for case conceptualization	3b	1m, 5g, 5j,	Mock Practice Sessions Case Conceptual
Describe specific steps of suicide assessment, intervention & prevention	3b	5j, 5n	Mock Suicide Assessment, Intervention & Prevention
Describe theories, models, and strategies of effective consultation		5c	