

27-GNC

FORMAT 1

Submit original with signatures + 1 copy + electronic copy to Faculty Senate (Box 7500).  
 See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures/> for a complete description of the rules governing curriculum & course changes. (signs)

### TRIAL COURSE OR NEW COURSE PROPOSAL

#### SUBMITTED BY:

Department	Counseling	College/School	School of Education
Prepared by	Jane Monahan	Phone	474-3773
Email Contact	<a href="mailto:jmonahan@alaska.edu">jmonahan@alaska.edu</a>	Faculty Contact	Anthony Strange Christine Cook

#### 1. ACTION DESIRED

(CHECK ONE):

Trial Course

New Course

XX

#### 2. COURSE IDENTIFICATION:

Dept

COUN

Course #

F627

No. of Credits

3

Justify upper/lower division status & number of credits:

COUN 627 is a graduate level course including advanced level reading, writing and research.

#### 3. PROPOSED COURSE TITLE:

Developmental Interventions

#### 4. To be CROSS LISTED?

YES/NO

NO

If yes, Dept:

Course #

(Requires approval of both departments and deans involved. Add lines at end of form for such signatures.)

#### 5. To be STACKED?

YES/NO

NO

If yes, Dept:

Course #

#### 6. FREQUENCY OF OFFERING:

Spring (every)

Fall, Spring, Summer (Every, or Even-numbered Years, or Odd-numbered Years) — or As Demand Warrants

#### 7. SEMESTER & YEAR OF FIRST OFFERING (AY2011-12 if approved by 3/1/2012; otherwise AY2012-13)

Spring 2013

#### 8. COURSE FORMAT:

NOTE: Course hours may not be compressed into fewer than three days per credit. Any course compressed into fewer than six weeks must be approved by the college or school's curriculum council. Furthermore, any core course compressed to less than six weeks must be approved by the core review committee.

COURSE FORMAT:  
(check all that apply)

☐ 1

☐ 2

☐ 3

☐ 4

☐ 5

☒ 6 weeks to full semester

OTHER FORMAT (specify)

Mode of delivery (specify lecture, field trips, labs, etc)

Lecture

#### 9. CONTACT HOURS PER WEEK:

3

LECTURE  
hours/weeks

LAB

hours /week

PRACTICUM

hours /week

Note: # of credits are based on contact hours. 800 minutes of lecture=1 credit. 2400 minutes of lab in a science course=1 credit. 1600 minutes in non-science lab=1 credit. 2400-4800 minutes of practicum=1 credit. 2400-8000 minutes of internship=1 credit. This must match with the syllabus. See <http://www.uaf.edu/uafgov/faculty-senate/curriculum/course-degree-procedures-/guidelines-for-computing/> for more information on number of credits.

OTHER HOURS (specify type)

#### 10. COMPLETE CATALOG DESCRIPTION including dept., number, title, credits, credit distribution, cross-listings and/or stacking (50 words or less if possible):

COUN 627 Developmental Interventions

3 credits

Offered Spring

Designed to give students an opportunity for limited practice in applying developmental theory to work with children and youth. Attention is placed on assisting children and youth to accomplish developmental tasks appropriate to their psychosocial growth. Prerequisites: COUN 628; or permission of instructor.

**11. COURSE CLASSIFICATIONS:** Undergraduate courses only. Consult with CLA Curriculum Council to apply S or H classification appropriately; otherwise leave fields blank.

H = Humanities

S = Social Sciences

Will this course be used to fulfill a requirement for the baccalaureate core? If YES, attach form.

YES:

NO:

IF YES, check which core requirements it could be used to fulfill:

O = Oral Intensive, Format 6

W = Writing Intensive, Format 7

Natural Science, Format 8

**12. COURSE REPEATABILITY:**

Is this course repeatable for credit?

YES

NO **xx**

Justification: Indicate why the course can be repeated (for example, the course follows a different theme each time).

How many times may the course be repeated for credit?

TIMES

If the course can be repeated for credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

If the course can be repeated with variable credit, what is the maximum number of credit hours that may be earned for this course?

CREDITS

**13. GRADING SYSTEM:** Specify only one. Note: Later changing the grading system for a course constitutes a Major Course Change.

LETTER:

x

PASS/FAIL:

**RESTRICTIONS ON ENROLLMENT (if any)**

**14. PREREQUISITES**

COUN F623; admittance to the Counseling program; or permission of instructor

These will be required before the student is allowed to enroll in the course.

**15. SPECIAL RESTRICTIONS, CONDITIONS**

None

**16. PROPOSED COURSE FEES**

\$0

Has a memo been submitted through your dean to the Provost for fee approval?

Yes/No

**17. PREVIOUS HISTORY**

Has the course been offered as special topics or trial course previously?

Yes/No

NO

If yes, give semester, year, course #, etc.:

**18. ESTIMATED IMPACT**

WHAT IMPACT, IF ANY, WILL THIS HAVE ON BUDGET, FACILITIES/SPACE, FACULTY, ETC.

Budget/Faculty: Course content for COUN 629 is being divided between two courses (COUN 627 and COUN 629). Students will take one class or the other depending on their counseling concentration. A faculty member will need to be assigned to each course.

Space: This class will utilize a smart classroom that is videoconference capable.

**19. LIBRARY COLLECTIONS**

Have you contacted the library collection development officer (kljensen@alaska.edu, 474-6695) with regard to the adequacy of library/media collections, equipment, and services available for the proposed course? If so, give date of contact and resolution. If not, explain why not.

No

XX

Yes

Existing library resources are adequate for this class.

## 20. IMPACTS ON PROGRAMS/DEPTS

What programs/departments will be affected by this proposed action?

Include information on the Programs/Departments contacted (e.g., email, memo)

Counseling Department is affected by this change. The focus of the class is child/youth interventions and will impact students in the School Counseling Concentration of the degree, for which this will be a required course.

Faculty members may need to rearrange their workloads to accommodate the creation of the new partner course. Degree requirements change slightly to reflect the choice between the classes.

## 21. POSITIVE AND NEGATIVE IMPACTS

Please specify positive and negative impacts on other courses, programs and departments resulting from the proposed action.

Impact on other courses: COUN 629 will see a decreased enrollment as students select between the two courses. However, students may take both courses using the one not required in their degree as an elective course.

## JUSTIFICATION FOR ACTION REQUESTED

The purpose of the department and campus-wide curriculum committees is to scrutinize course change and new course applications to make sure that the quality of UAF education is not lowered as a result of the proposed change. Please address this in your response. This section needs to be self-explanatory. Use as much space as needed to fully justify the proposed course.

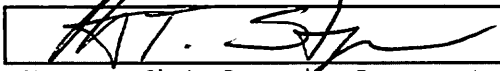
COUN 629 has served as the interventions class for students who will practice counseling with various age groups. Strategies are different for children, teens and adults. In order to address the wide variety of intervention strategies the course broadly covered strategies for children and adults.


Faculty members identified a need to have two in depth courses: one specific to youth populations and one specific to adult populations. (Counseling faculty meeting, July 18, 2011)

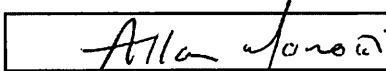
Students seeking school counseling certification and eventual employment in a school setting will work with students in kindergarten through 12<sup>th</sup> grade (ages 5-18). These students need in depth instruction in interventions options with this population. COUN 627 Developmental Interventions will be required for school counseling students.

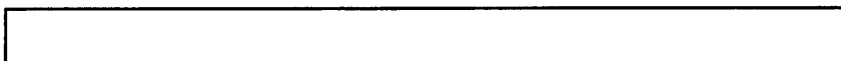

Students in the community counseling concentration of the program may work with adults, children or families. These students need in depth instruction in interventions options with the population they will likely counsel (adults or youth). These students will choose between COUN 627, Developmental Interventions or COUN 629 Counseling Interventions for Adults.

## APPROVALS/ Add additional signature lines as needed.

 Date Sept 28, 2011  
Signature, Chair, Counseling Program, Anthony Strange



 Date 10/4/11  
Signature, Chair, College/School Curriculum Council for: School of Education

 Date 10-4-2011  
Signature, School of Education Dean, Allan Morotti

 Date   
Signature of Provost (if applicable)

Offerings above the level of approved programs must be approved in advance by the Provost.

## ALL SIGNATURES MUST BE OBTAINED PRIOR TO SUBMISSION TO THE GOVERNANCE OFFICE

 Date   
Signature, Chair

Faculty Senate Review Committee: ☐ Curriculum Review ☐ GAAC

☐ Core Review ☐ SADAC

**UAF Counseling Program**  
**Developmental Interventions (COUN F627)**

**Course Objectives:** The course is designed to give students an opportunity for limited practice in applying developmental theory to assist children and youth to accomplish tasks appropriate to their psychosocial growth. Special attention will be placed on those deterrents to psychosocial growth that are presented by the community context.

**Required Texts:**

Dugger, S. M. & Carlson, L. A. (2007). *Critical Incidents in Counseling Children*. Alexandria, VA: American Counseling Association.

Capuzzi, D. & Gross, D. (Editors). (2008). *Youth At Risk: A Prevention Resource for Counselors, Teachers, and Parents* (5<sup>th</sup> Ed). Alexandria, VA: American Counseling Association.

Halstead, R.W., Pehrsson, D.E., & Mulen, J.A. (2011). *Counseling Children, A Core Issues Approach*. Alexandria, VA: American Counseling Association.

**Recommended Text:**

American Psychological Association (2010). *Publication Manual of the American Psychological Association* (6<sup>th</sup> Ed.). Washington, DC: American Psychological Association.  
ISBN-13: 978-1-4338-0561-5

Please utilize the edition specified. Other readings may be assigned by the instructor throughout the term.

**Course Evaluation:** Students will be evaluated based on four major criteria: class participation, written papers, group presentation, and a final exam. All assignments need to be turned in via the Assignments link on blackboard, but local students must also turn in a hard copy at the **start** of the class in which it is due. Please title your documents using the course number, assignment name, and your initials (i.e., COUN627\_BookAnalysis\_CC).

1. **Class Participation:** Attendance and participation in class is required. It is expected that students will come to class prepared – having completed readings, completed assignments, and ready to participate in discussion. You will be held accountable for the information in the texts whether it is discussed in class or not. At times students will be asked to participate in blackboard discussions. Students must answer all required blackboard posts with a minimum of a paragraph of directly related content. Absence does not relieve a student from the responsibility of completing all assignments prior to the due date, or for material presented in a missed class session. Late assignments will not be accepted without prior approval from the instructor, and if accepted may reflect an automatic minimum 10% decrease in grade (emergency situations will be considered). Although it is expected students will attend all class sessions, if a session is missed students are expected to complete a 3-page review of the readings assigned for that session along with their personal reaction – i.e., what stands out most, what questions and/or concerns might you have regarding the topics discussed, what information was most beneficial and what type of information would have been beneficial to include. The review is due prior to the beginning of the next session after the missed class. Your participation grade will reflect your attendance, your ability to integrate information,

adequately discuss your viewpoints, and appropriately respond to feedback. **All personal information shared in class, or within the course blackboard site, should be kept confidential.** Instructors do keep information confidential, but there may be times that other teaching professionals may be consulted if deemed necessary, or may have access to your work for grading purposes (40 points).

2. **Written Papers:** All papers need to be typed, double-spaced, and include a list of references where applicable. Papers are expected to be well-written, well thought out, and be grammatically correct. Unless stated otherwise, writing should conform to APA style, including citations and references. It should NOT have a title page, an abstract, or be bound in a binder.
  - a. **Journal Critiques:** Two critical reviews of recent journal articles (2005 or later) relevant to different developmental intervention techniques/topics. Students are expected to read, analyze, react and report on their articles. Briefly summarize the key points and include your own critique – i.e., how well was this article written/researched, how is this article significant to the field of counseling, to this course, and to you personally. Discuss how you would apply the article's information to your own work as a professional counselor. A copy of the journal article is to be attached to the final product. Students will be expected to discuss their article with the class. Papers should be approximately 3 pages (20 points each).
  - b. **Interviews:** Interview two counselors (1 from a community setting and 1 from a school setting). Discuss intervention processes and strategies they use, difficulties, successes and failures, etc. Analyze how the interventions fit into the developmental process. Papers should be approximately 3-4 pages (20 points each).
  - c. **Case Studies:** Students are expected to evaluate three cases and develop appropriate interventions. Include a problem overview, developmental considerations, assessments, interventions, and evaluations you might use given the particular scenario. Papers should be approximately 3-4 pages (20 points each).
  - d. **Video Analysis:** Evaluate a video involving children or adolescents – discuss a particular issue or principle related to developmental interventions that was brought forth in the video. Discuss how you might utilize this information in your own work as a professional counselor. Use examples to illustrate points. Papers should be approximately 3-4 pages (20 points).
3. **Group Presentation/Book Analysis:** Design an in-service to be presented to the faculty or personnel of an agency setting or an elementary, middle, or high school. The audience should be presented with the current literature on the topic and appropriate interventions – this should be very practical information for faculty/personnel to utilize in their work settings. Students are each to read a different book written about their specific topic and utilize the material from the book to assist in preparing their presentation. Ideas for topics include: Eating Disorders, Gangs, Fetal Alcohol Syndrome, Self-Mutilation, Asberger's Syndrome, Autism, Bullying, Suicide, etc. The length of the presentation should be approximately one hour and needs to utilize a visual format in presenting the material (i.e., PowerPoint). Each student is to write an analysis of their book that discusses specific dimensions involved in counseling children or adolescents presenting with this specific issue (techniques, developmental considerations, etc.) and describes how they can apply the information from the book to their own work as professional counselors. The paper is to be approximately 8 pages. (Presentation 50 points; Paper 50 points)

4. **Final Exam**: The final examination may cover all material presented throughout the course. This includes lectures, speakers, videos, presentations, and all readings. The final examination will be a combination of take home and timed examination questions. The examination format will be essay. If necessary, students must make arrangements with the instructor to schedule a make-up exam, which must be completed prior to the scheduled final exam (100 points).

**Grading**: Your course grade will be determined on a point system as follows:

Class Participation	40 points	372 points and up (93%)	A
Written Papers	160 points	320 points to 371 (80%)	B
Presentation	50 points	280 points to 319 (70%)	C
Book Analysis	50 points	240 points to 279 (60%)	D
<u>Final Exam</u>	<u>100 points</u>	Less than 240 points	F
Total	400 points		

### **Course Policies**

Students are required to obtain a university-issued username for use of email and Blackboard. If the university server is not your primary email address, you are expected to set it up so that all emails are forwarded from the university server account. Additionally, students are required to access Blackboard regularly for announcements, documents, and other postings.

An incomplete grade (I) will be assigned only if two conditions have been met. First, the student must have completed the majority of course work, written assignments, presentation, and examinations, and earned a grade of "C" or better. Normally, a grade of "I" will be given only when there has been participation until at least the last three weeks of the semester. Second, documented evidence must be submitted to substantiate the fact that course completion was prevented because of personal problems, such as a medical or family emergency. Failing to complete the course, whether due to negligence or indifference, will result in a grade of "F" unless there has been an official course withdrawal. If an "I" is assigned, completion of all course work is the responsibility of the student. All course work must be completed within one year following the semester that the "I" was given.

Students must abide by academic integrity standards as outlined in the Student Code of Conduct found in the UAF Catalog: Academic and Regulations Chapter. The UAF Code of Conduct can be found online at [http://www.uaf.edu/catalog/current/academics/regs3.html#Student\\_Conduct](http://www.uaf.edu/catalog/current/academics/regs3.html#Student_Conduct). In this course if it is found that a student has knowingly plagiarized they may receive a failing grade for the course. Remember to use proper citation to avoid plagiarism.

Plagiarism is representing someone else's ideas and work as your own. Plagiarism includes not only copying verbatim, but also rephrasing the ideas of another without properly acknowledging the source. As they prepare and submit work to meet course requirements, whether a draft or a final version of a paper or project, students must take great care to distinguish their own ideas and language from information derived from sources. Sources include published primary and secondary materials, electronic media, and information and opinions gained directly from other people. (Capella University Learner Handbook, 2006, p. 14)

**Support Services:**

Writing support services are available on the UAF Campus in the Writing Center, located in 801 Gruening Building, or can be reached at 907-474-5314 or 1-800-478-5246. The web site address is <http://www.uaf.edu/English/writingcenter/>

**Disability Services:** The Office of Disability Services (ODS) implements the Americans with Disabilities Act (ADA), and ensures that UAF students have equal access to the campus and course materials. Disability Services, a part of UAF's Center for Health and Counseling, provides academic accommodations to enrolled students who are identified as being eligible for services. The faculty of the Counseling Program makes every effort to work in conjunction with ODS to provide the necessary accommodations for all identified students enrolled in our courses. If you believe you are eligible, please contact Disability Services on the UAF campus at 203 Whitaker, 907-474-7043, [fydso@uaf.edu](mailto:fydso@uaf.edu), or visit <http://www.uaf.edu/chc/disability.html> on the web or contact a student affairs staff person at your nearest local campus.

**Developmental Interventions  
Presentation Evaluation (F627)**  
**Topic:** \_\_\_\_\_

**Name of Presenters:** \_\_\_\_\_  
\_\_\_\_\_

Clear description of the presentation topic and the necessity to explore – 10 points

Clear description of the target audience and the developmental aspects of the target population  
(i.e. elementary, middle, high school; agency setting clients) – 10 points

Description of a variety of possible interventions in this area – 10 points

Reviewed literature, school or agency policies, and/or state laws related to the topic – 10 points

Effective communication of material; creative and interesting presentation – 10 points

Other comments:

**Total Score (50 possible)** \_\_\_\_\_