## NEW COURSE PROPOSAL FORM

**TO:** CURRICULUM COMMITTEE

**ACADEMIC AREA:** HEALTH PROFESSIONS

**PROPOSEd by**: Mary Lewis

**PRESENTER:** MARY LEWIS

**DATE:** 9/10/2010

**COURSE PREFIX, NUMBER AND TITLE:** HUS 2111 BAsic Counseling skills

### SECTION I

**COURSE INFORMATION: TYPE iN THE APPROPRIATE INFORMATION FOR EACH ITEM:**

**DEPARTMENT:** Human Services

**COURSE PREREQUISITE(S):** HUS 1001, HUS 1111C

**MINIMUM GRADE OF prereqUISITE(s):** C

**COURSE COREQUISITE(S):** LIST ALL COREQUISITES IN SEQUENTIAL ORDER

**COURSE CREDITS OR CLOCK HOURS:** 3

**credit type:** COLLEGE CREDIT (TRANSFERABLE)

**CONTACT HOURS:** 3

**COURSE DESCRIPTION:**

In this course, emphasis is placed on the encouragement of personal growth, the development of fundamental interpersonal growth, and the development of fundamental interpersonal helping skills.This course also addresses styles of helping fostered in a variety of human service settings.

**GENERAL TOPIC OUTLINE:**

* Principles of communication in a therapeutic setting
* Legal and ethical considerations in mental health counseling in a therapeutic setting
* Theories providing the framework for mental health counseling
* Relevant needs of culturally diverse groups including those with disabilities in the counseling setting

**LEARNING OUTCOMES:**

TYPE IN ALL OF THE LEARNING OUTCOMES, ASSESSMENTS AND GEN ED COMPETENCIES AS THEY SHOULD BE DISPLAYED IN THE SYLLABUS

|  |  |  |
| --- | --- | --- |
| LEARNING OUTCOMES | ASSESSMENTS | GENERAL EDUCATION COMPETENCIES |
| Analyze language through verbal communication, tone, body language and facial expressions. | Case study, oral presentation and/or multiple format test. | CT |
|  |  |  |
| Synthesize legal and ethical principles of counseling interactions | Group activities, Case study and/or multiple format test | CT |
|  |  |  |
| Analyze the application of several theories regarding therapeutic communication and counseling. | Multiple format test and/or field study | CT |
|  |  |  |
| Analyze the communication and counseling variances in different cultures and in those with disabilities in regards to attitudes and family roles. | Multiple format test and/or case study | GSR |

### SECTION II

**ICS CODE FOR THIS COURSE:** ADVANCED AND PROFESSIONAL - 1.11.12 - HEALTH PROFESSIONS

**IF YOU INTEND TO RESTRICT STUDENT REGISTRATION BASED ON THE STUDENTS’ MAJOR(S), ENTER ALL APPLICABLE MAJOR RESTRICTION CODE(S):** None

**GRADE MODE:** STANDARD GRADING

**IS THIS A GENERAL EDUCATION COURSE?** NO

**IS THIS A WRITING INTENSIVE COURSE?** NO

**iS THIS AN HONORS COURSE?** NO

**IS THIS A REPEATABLE COURSE?** NO

**IF SO, WHAT IS THE MAXIMUM NUMBER OF CREDITS A STUDENT CAN EARN FOR THIS COURSE?** ENTER NUMBER

**DO YOU EXPECT TO OFFER THIS COURSE THREE TIMES OR LESS?** NO

**WILL THIS NEW COURSE HAVE AN IMPACT ON OTHER COURSES, PROGRAMS OR DEPARTMENTS?** NO

**eXPLAIN:**

CLICK HERE TO ENTER TEXT.

**IF YES, HAVE YOU DISCUSSED THIS PROPOSAL WITH ANYONE (FROM OTHER DEPARTMENTS AND/OR PROGRAMS) REGARDING THE IMPACT? WERE ANY AGREEMENTS REACHED?**

No

**DO YOU ANTICIPATE THAT STUDENTS WILL BE TAKING ANY OF THE PREREQUISITES LISTED FOR THIS COURSE IN DIFFERENT PARTS OF THE SAME TERM?** NO

**IS ANY COREQUISITE LISTED ON THIS COURSE ALSO LISTED AS A COREQUISITE ON ITS PAIRED COURSE?** NO

eXAMPLE: CHM 2032 IS A COREQUISITE FOR CHM 2032L AND CHM 2032L IS A COREQUISITE FOR CHM 2032.

### SECTION III

**PROVIDE JUSTIFICATION FOR CURRICULUM ACTION (OTHER EXPLANATORY INFORMATION):**

This course was prepared and reviewed with the Human Services Advisory committee input and assistance from the HUS adjunct professors: Lori Carroll, Nzynga Sparks and Jamie Roberts.

**NOTE:** CHANGES FOR THE UPCOMING FALL TERM MUST BE SUBMITTED AND APPROVED NO LATER THAN THE FEBRUARY CURRICULUM COMMITTEE MEETING PRIOR TO THE START OF THE NEXT ACADEMIC YEAR. CHANGES DURING MID-SCHOOL YEAR ARE NOT ALLOWED. EXTREME CIRCUMSTANCES WILL REQUIRE APPROVAL FROM THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS TO BEGIN IN THE SPRING TERM. THE PROPOSED CHANGES MUST BE PRESENTED AND APPROVED BY THE SEPTEMBER CURRICULUM COMMITTEE PRIOR TO THE SPRING SEMESTER.

**EXCEPTION:** COURSES PUBLISHED IN THE 2010-2011 CATALOG THAT ARE PENDING CURRICULUM APPROVAL WILL BE EFFECTIVE SPRING 2011.

**TERM IN WHICH PROPOSED ACTION WILL TAKE PLACE:** EXCEPTION SPRING 2011

 VPASA SIGNATURE (IF NECESSARY) TO APPROVE CURRICULUM ACTION MID-YEAR:

 SPRING 2011

**FACULTY ENDORSEMENTS:**PLEASE SEPARATE FACULTY MEMBERS WITH A COMMA (,)



**DEPARTMENT CHAIR / PROGRAM COORDINATOR ENDORSEMENT:**

 9/22/2010

**ASSOCIATE / ACADEMIC DEAN ENDORSEMENT:**

 PLEASE SELECT TODAY’S DATE.

**STUDENT ASSESSMENT COMMITTEE CHAIR ENDORSMENT:**

 9/20/2010

**DISTRICT DEAN OF INSTRUCTION ENDORSEMENT:**

 9/22/2010

AFTER REVIEWING AND SIGNING THIS PROPOSAL, THE DISTRICT DEAN WILL RETURN THE PROPOSAL TO THE DEPARTMENT CHAIR OR PROGRAM COORDINATOR WILL SUBMIT THE PROPOSAL TO THE VPASA OFFICE.

THE DEPARTMENT CHAIR/PROGRAM COORDINATOR WILL SEND THIS PROPOSAL ALONG WITH ANY OTHER PROPOSALS FROM HIS/HER DEPARTMENT BEING SUBMITTED FOR REVIEW BY THE CURRICULUM COMMITTEE TO THE STUDENT ASSESSMENT COMMITTEE FOR REVIEW. ONCE APPROVED BY THE STUDENT ASSESSMENT COMMITTEE, SUBMIT THE PROPOSAL(S) TO THE OFFICE OF THE VICE PRESIDENT OF ACADEMIC AND STUDENT AFFAIRS AT LEAST TWO FRIDAYS PRIOR TO THE NEXT SCHEDULED CURRICULUM COMMITTEE MEETING.

FOR MORE DETAILS, PLEASE REFER TO THE CURRICULUM COMMITTEE GUIDELINES, CURRICULUM PROCESS FLOW CHART AND THE CRITICAL DATES TABLE BY CLICKING CURRICULUM COMIITTEE ON THE FACULTY/STAFF LINK FROM THE EDISON HOMEPAGE (CLICK ON THE CURRICULUM PROCESS LINK).