

INDIANA UNIVERSITY-BLOOMINGTON
SCHOOL OF EDUCATION
DEPARTMENT OF COUNSELING AND EDUCATIONAL PSYCHOLOGY
PROPOSAL FOR OPTIONAL MINOR

UNDERGRADUATE MINOR IN COUNSELING

What are the primary objectives of the proposed minor and brief description of chief features?

The Minor in Counseling intends to introduce students to content within the field of Counseling that can be applied across a variety of other disciplines within the helping professions. Counseling endorses a strengths-based paradigm wherein counselors utilize their professional skills to empower people to effectuate meaningful positive change in their lives. At Indiana University, our program's faculty members undertake a wide range of research and scholarship on issues that relate to understanding human behavior, using counseling-related skills to engage in effective interpersonal communication, and thinking critically about how to successfully operate in a diverse pluralistic society. The major student learning outcomes for the proposed minor involve the following degree objectives: a) students will be able to identify direct professional pathways to pursue training in mental health-serving professions (e.g., Counseling, Counseling Psychology, Social Work, Clinical Psychology, School Psychology); b) students will demonstrate knowledge, awareness, and skills that will help them access resources and become effective professionals in mental health-related fields; and c) students will demonstrate knowledge, awareness, and appropriate transferrable counseling-related skills that will help them access resources to facilitate their success in other human service-provision fields (e.g., teaching, coaching, athletic administration, student affairs, non-profit administration, customer service, youth services). More specifically, students who pursue this course of study will learn how to facilitate effective interpersonal communication, how to utilize advanced listening skills to empathetically understand the perspective of others, and how to access resources to help people actualize their potential and latent skills in order to effectuate positive personal and societal change.

Why is the minor needed?

When reading the thousands of applications to our graduate programs in Counseling and Counseling Psychology over the years, we have been struck by the fact that there is a paucity of applicants who apply to our program with an undergraduate degree in Counseling. Currently, students' training and exposure to the content of the field of Counseling exists almost exclusively at the graduate level, so applicants for graduate study in Counseling are forced to pursue undergraduate courses of study in related fields (e.g., Psychology, Sociology, Education). Furthermore, our examination of offerings from a host of other universities across the nation has indicated that very few universities offer a major or even a minor in Counseling. Thus, a minor in Counseling at Indiana University can fill this gap in professional training by providing a more linear path for undergraduate students who desire to pursue a career in mental health-service fields. Additionally, the transferrable skills learned in a Counseling curriculum can be useful for undergraduate students who desire to enter other helping professions upon graduation. By providing students with access to this body of knowledge inherent within the field of Counseling, students who desire to enter other helping professions can learn transferrable counseling-related skills that will equip them to effectively communicate, to empathetically listen, to access appropriate resources, and to apply critical thinking skills to help people solve interpersonal problems. Subsequently, Indiana University can be a leader in the field by providing the opportunity for its undergraduate students to have a formal curricular exposure to Counseling that can open a myriad career paths and opportunities.

What courses will constitute the minor?

The undergraduate minor in Counseling will consist of at least 15 credit hours, which will include one required portal course (3 credit hours), two introductory courses at the 200 level (6 credit hours), and two advanced courses at the 300 level (6 credit hours). The course offerings will include:

- 1. REQUIRED PORTAL COURSE (3 credit hours)**
G206 Introduction to Counseling Psychology
- 2. INTRODUCTORY 200 LEVEL COURSES (6 credit hours) Choose TWO courses:**
G203 Communication in the Classroom and Youth Servicing Agencies
G204 Asian American Mental Health
G207 Introduction to Counseling Psychology and Student-Athlete Mental Health
G208 Prevention of Adolescent Risk Behaviors
- 3. ADVANCED 300 LEVEL COURSES (6 credit hours)**
G302 Resources for Counseling With Youth
G375 Multicultural Counseling-Related Skills and Communication

It is important to note that three of the courses listed here are courses we have recently created. Subsequently these courses are currently going through the remonstrance process. We expect these courses to gain approval, and at that time they will be officially added to the list of courses for this minor. However, because two of these newly created courses are advanced 300 level courses (and the other course is an optional 200 level course), we feel justified in concurrently proposing this minor because students would be able to start the minor by taking the existing portal and introductory 200 level courses. Thus, because of this developmental consideration of course sequencing, we are respectfully submitting this minor for consideration at the current time, with the intent to add additional courses in the future. By doing so, we can provide a comprehensive program of studies for undergraduate students who desire to complete a minor in Counseling.

Describe each course briefly.

G206 Introduction to Counseling Psychology (3 cr.) [Gen Ed: S & H]

Description: Overall, the purpose of this portal course is to provide a general introduction to the fields of counseling and counseling psychology. This is a required course for this minor that will introduce students to theories of counseling while also providing them with the opportunity to utilize counseling-related skills underlying each respective theory. These theories guide the way helping professionals conceptualize interpersonal problems, relate to their clients, and structure the timing and content of their counseling-related interventions. This class intends to provide students with critical thinking skills, as well as a balance between understanding, evaluating, and applying counseling theories and subsequent counseling-related interventions.

G203 Communication in the Classroom and Youth Servicing Agencies (3 cr.) [Gen Ed: S & H]

Description: This course is designed for students to learn and practice counseling-related techniques to use when working with youth in classrooms, on athletic teams and any youth-serving organization. Students learn about group development and leadership, and they learn methods of building community, as well as ways to encourage participation and respect for others of all cultures. Other topics of communication covered include conflict resolution, active listening, and communicating cooperatively and collaboratively with parents and other adults who work with youth.

G204 Asian American Mental Health (3 cr.) [Gen Ed: S & H]

Description: This course represents the opportunity for students to develop knowledge and awareness of different cultural factors that impact mental health functioning. Students participating in this course will be able

to discuss the influence of culture and racial and ethnic identity on Asian Americans' mental health and well-being, as well as identify specific challenges that are salient to Asian American communities. Students will also be able to discuss systemic factors affecting Asian Americans' mental health and well-being, describe Asian conceptualizations of mental health and well-being, and discuss the provision of culturally-competent mental health services.

G207 Introduction to Counseling Psychology and Student-Athlete Mental Health (3 cr.) [Gen Ed: S & H]

Description: This course is an introduction to issues related to the psychological functioning of student-athletes, with the intent of educating future professionals (e.g., coaches, administrators, teachers, counselors, academic advisors) who will be working with student-athletes. Students will demonstrate knowledge of the unique psychosocial stressors that face student-athletes, and demonstrate an understanding of how these stressors can contribute to the development of psychopathology and adverse mental health symptoms. Students will demonstrate a basic understanding of issues that uniquely impact athletic participants, including an understanding of stressors inherent within different levels of competitive play (e.g., youth sport, high school sport, recreational sport, club sport, college sport, Olympic sport, professional sport). As a result of exposure to the content of this course, students can begin to understand how to identify and access resources that can help athletes from all levels of competitive play deal with psychosocial stressors, so that appropriate attention can be dedicated to helping these student-athletes be as successful off the field as they are on the field.

G208 Prevention of Adolescent Risk Behaviors (3 cr.) [anticipated to be Gen Ed: S & H]

Description: This course will provide an overview of the principles of prevention interventions with a focus on the role of helping professionals in the development and dissemination of prevention. Prevention of the following adolescent risk /problems that will be covered in the course: alcohol and drug use, risky sexual behaviors, suicide and self-harm, delinquency, obesity, and bullying. Further, the course will address the settings in which prevention of adolescent risk behaviors occurs including, but not limited to, schools and youth-serving community agencies.

G302 Resources for Counseling With Youth (3 cr.)

Description: This course will provide an orientation to the psychological needs of children and adolescents, including but not limited to developing an understanding of potential risk factors as well as the key roles all youth workers and teachers have in helping young people begin to conceptualize their future personal and career goals. Special attention will be given to counseling interventions and the resources available in schools and other community youth-serving agencies. A requirement of this course will be a service-learning component wherein students work directly with youth in either a school or local agency.

G375 Multicultural Counseling-Related Skills and Communication (3 cr.)

Description: This course provides an overview of multicultural competencies in counseling and interpersonal communications to equip helping professionals who will be operating within a pluralistic society. This course is designed to help students develop a greater awareness of how one's cultural background, attitudes, values, and beliefs impact their views of people from different backgrounds. Additionally, this class will help students demonstrate increased knowledge of multicultural counseling and communication issues, especially the worldviews of diverse cultural groups. Finally, this class will help students use culturally appropriate communication skills when working with and relating to individuals from diverse backgrounds.

Why were these courses selected? How do these courses form a coherent and unique plan of study representing depth as well as breadth of learning?

These courses are selected on the basis of academic rigor, intellectual soundness, and their ability to provide students with opportunities for critical thinking, application of theory into practice, and service learning. These courses were also composed after careful consideration and examination of the content of our graduate training programs in Counseling and Counseling Psychology, which are accredited by the American Psychological

Association (APA) and the Counsel for the Accreditation of Counseling and Related Educational Programs (CACREP). The courses within this minor represent offerings that provide both a depth and breadth of inquiry as it relates to the knowledge, awareness, and skills that are essential for helping professionals to operate within a pluralistic society. The portal course provides students with an introductory overview into the field of Counseling as it relates to helping professionals across disciplines, and the 300 level courses intend to provide advanced knowledge and service learning opportunities so that students can further apply what they have learned in the introductory courses. In between the required portal course and the advanced 300 level courses, the offerings at the 200 level intend to provide students with a breadth of exposure to perspectives that span across disciplines in the helping professionals. While the portal course and the 300 level courses provide a depth of content that is applicable to students in all helping professions, the breadth of course choices at the 200 level allow for more specificity of content for students who will be working across a variety of different professional settings.

Describe the student population to be served.

Students who would engage in the course of study included in this minor would use the knowledge, awareness, and skills garnered from this minor to become more effective professionals in their chosen fields across a variety of helping professions (e.g., teaching, coaching, athletic administration, student affairs, non-profit administration, customer service, youth services). These students would likely come from the College of Arts and Sciences, Education, Business, Public Health, and Public and Environmental Affairs.

How does the minor complement the campus, College, or departmental mission?

The courses in this minor represent an array of options for interdisciplinary study and engagement with content that complements the mission of Indiana University, the College of Arts and Sciences, and the School of Education. All of our courses are designed to provide students with critical thinking skills and the opportunity to engage in the content of a well-rounded liberal arts education. Furthermore, our minor will allow students to explore our commitment to promoting diversity, consistent with the Strategic Goals of the School of Education. For example, we intend to provide students with an enhanced understanding of issues related to diversity in G375 (Multicultural Counseling-Related Skills and Communication). Based on our field's focus on multicultural competence and social justice issues, Counselors are uniquely positioned to provide advanced instruction on the nature, value, and importance of diversity. Our faculty members' extended engagement in research and clinical work that promotes and examines aspects of diversity serves as further evidence that students taking this minor will receive first-rate instruction in this area. Finally, service learning will also be a focus of this minor. Consistent with the mission of the Center for Innovative Teaching and Learning's Service Learning Program, these courses will combine academic theory with practical real-life experience. By doing so, students are provided with a broader and deeper understanding of the course content, which can foster their sense of civic engagement and sharpen their insights into themselves and their place in the community. For example, in G302 (Resources for Counseling With Youth), students will be expected to go into the community to access and interface with resources that will facilitate their ability to be successful human service providers within their respective future professions. In symbiotic fashion, we expect that students will provide service in their community that is directly connected to their academic coursework, and in return, the community will provide an educational experience for the student.

What cooperative relationships, if any, will the new minor establish with other departments or program? Please describe any such contact which has already been established.

We have engaged in discussions with faculty members outside of our program concerning this minor. Our discussion with faculty members and administrators across different departments has yielded a great degree of support for the creation of this minor, as evidenced by the many letters of support contained in this proposal

(see Appendices for attached documents). Furthermore, through these discussions, we have been able to ascertain that this minor does not overlap with any other undergraduate minor offering in the School of Education or anywhere across the IUB campus.

Are there any staffing or logistical problems typically associated with the courses that constitute the proposed degree objective? If so, how might they be addressed?

Five members of our core faculty have committed to teaching these courses. To this point, one of our core faculty members has taught the G203 course for the past 5 years. Additionally, we have an open search for an additional faculty member who would also have the opportunity to teach courses in this minor. We would also plan on providing teaching opportunities to advanced Associate Instructors, who would benefit by receiving a stipend, fee remittance, and the valuable experience of teaching for the program while completing their doctoral studies. Finally, the minor could also make use of adjunct faculty, a plausible option because we are fortunate enough to be in contact with an abundance of well-qualified helping professionals in the area with expertise in the areas of this minor.

Describe any innovative features of the minor.

We intend to offer a mix of in-person and online offerings for each of these courses. Additionally, we are exploring the option of creating a "Certificate in Helping Skills" for students outside of Indiana University who may want to take these courses in order to receive the recognition accompanying this Certificate. For example, the courses in this minor may be a desirable option for international students who want to gain exposure to this content while enjoying the convenience of taking these courses from a remote destination. Additionally, because of the limited opportunities for undergraduate students across the nation to gain formal curricular experiences in Counseling, this Certificate may be advantageous to students from other institutions who want to apply to graduate programs in Counseling, Counseling Psychology, or other related fields.

What is the proposed implementation timeline for this minor?

We intend to follow the process of faculty and administrative approval for this minor, so we will be submitting this proposal to the appropriate committees and will be awaiting their feedback and eventual decision on this minor. However, as we mentioned earlier, because we have courses currently listed as General Education classes, two classes are existing courses (G203; G204) that will be offered again in Spring 2012. The new courses that have already gone through the remonstrance process (G206; G207) will be offered starting Fall 2012, and the newly created courses (G208; G302; G375) will be offered once they successfully go through the remonstrance process, which we hope will be completed by Spring 2013. Because the portal course and the introductory 200 level courses are being offered now, we anticipate that students can presently begin to accumulate course credits toward this minor, with more introductory level options (G206; G207) in Fall 2012 and advanced level course options (G302; G375) in Spring 2013. Subsequently, we hope that the minor can be formally approved and become ready for students to begin coordinating their enrollment in both introductory level and advanced level courses by Spring 2013.

Appendices, including letters of support:

Gerardo Gonzalez (Dean of School of Education)
Ginette Delandshere (Chair of Department of Counseling and Educational Psychology)
Kathleen Gilbert (Associate Dean of School of Health, Physical Education, and Recreation)
Nicole Schonemann (Director of IUB Service-Learning Program)
Vivian Halloran (Director of Asian American Studies Program)
John Raglin (Director of Graduate Studies for School of Health, Physical Education, and Recreation)