

Eastern Illinois University
REVISED COURSE PROPOSAL

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** PSY 5970B
2. **Title (may not exceed 30 characters, including spaces):** Clin Topics in Human Dev
3. **Long title, if any (may not exceed 100 characters, including spaces):** Clinical Topics in Human Development
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3
5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☒ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☐ Spring ☒ Summer **Year:** 2013
7. **Course description:**

This course provides students with an understanding of developmental psychopathology, which includes how the mental health needs of persons vary across human development and how development affects mental health issues. The goal is to help students recognize and assess developmental issues (e.g., emotional and social) relevant to clinical diagnosis as well as to critically select developmentally-appropriate treatments.

8. Registration restrictions:

a. Equivalent Courses

- **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☒ No

b. Prerequisite(s)

- **Identify the prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. Student must be admitted into the Clinical Psychology Master's Program
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☒ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

☐ No one ☐ Chair ☒ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): None

e. Repeat status: ☒ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:

Clinical courses are open only to students who have been admitted to the Clinical Psychology Master's program or who have permission of the course instructor.

g. Degree, college, major(s), level, or class to be excluded from the course, if any: Undergraduates

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]:

10. Grading methods (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. Instructional delivery method: (Check all that apply.)

☐ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad
☒ Internet ☐ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

The learning objectives are for students to:

1. Discuss how developmental theory is pertinent to clinical assessment, diagnosis, and treatment.
2. Select and apply developmentally-sensitive assessment techniques to case studies.
3. Identify using case studies how developmental issues affect diagnostic assessment (e.g., how do disorders vary across development?).
4. Discriminate appropriate developmentally-sensitive treatments for case studies.

a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:

- EIU graduates will write and speak effectively.
- EIU graduates will think critically.
- EIU graduates will function as responsible citizens.

b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

- Depth of content knowledge: Objectives 1, 2, 3, & 4
- Effective critical thinking and problem solving: Objectives 1, 2, 3, & 4
- Effective oral and written communication: Objectives 1, 2, 3, & 4
- Advanced scholarship through research or creative activity: Objective 2, 3, & 4

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

For each unit, students will have assigned readings (book chapters, research articles, or powerpoint slides) followed by reaction papers, online multiple-choice quizzes, and discussions via the online discussion board. A final exam will be due the last day of class and will consist of applying developmentally-sensitive assessment, diagnosis, and treatment to several case studies.

	Objective 1	Objective 2	Objective 3	Objective 4
Final Exam	X	X	X	X
Written Reaction Papers	X	X	X	X

Quizzes	X	X	X	X
Class Participation/ Online Discussion	X	X	X	X

3. Explain how the instructor will determine students' grades for the course:

Students will be evaluated on their performance via written Reaction Papers (25%), multiple-choice quizzes (25%), class participation via online discussion (25%), and a written (essay) Final Exam (25%).

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

All online materials will be delivered through the learning management system. Each unit will include readings (textbook readings, psychology research journal articles, and/or powerpoint slides) followed by assignments (written Reaction Papers, online multiple-choice quizzes, and online discussion posts). With regard to the online discussion, students will be provided with a prompt based on weekly readings and required to post their response as well as to respond to classmates posts. The written Reaction Papers and Final Exam will be turned in via the assignment portal.

b. Describe how the integrity of student work will be assured:

Prompts for all written assignments will be specific to help prevent plagiarism. The readings and assignments are also specific enough to this course that plagiarism would be difficult, and Turnitin will be used for written assignments. Online quizzes will be open book but of such limited time period that cheating would be difficult.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

All course communication will take place within the learning management system. The instructor will hold weekly virtual office hours whereby the instructor is available via email or course instant messaging to respond to questions. The course discussion board will also include a Q&A thread.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

- a. course objectives;
- b. projects that require application and analysis of the course content; and
- c. separate methods of evaluation for undergraduate and graduate students.

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Each of the 15 Topics/Units listed below includes multiple readings (DSM-IV-TR & journal articles) and are equivalent in workload to typical non-technology-delivered courses.

Week	Topic/Unit
1	Overview of normal lifespan human development
2	Overview of relevant theories of human development
3	Overview of Developmental Psychopathology
4	Human development during infancy and early childhood (birth to 5 years)
5	Infancy & Early Childhood: Mental Retardation, Autistic Disorder, Asperger's Syndrome Infancy & Early Childhood: DSM issues, Assessment issues, Treatment issues
6	Human development in elementary school-aged children (6 to 12 years)
7	School-Aged Children: ADHD, Anxiety, Depression, Conduct Problems School-Aged Children: DSM issues, Assessment issues, Treatment issues
8	Human development during adolescence (12 to 18 years)
9	Adolescence: Anxiety, Depression, Eating Disorders, Suicidal Behaviors Adolescence: DSM issues, Assessment issues, Treatment issues

- 10 Human development during young adulthood (19 years to 30s)
- 11 Young Adulthood: Relationship Issues, Identity Issues (e.g., personality
Young Adulthood: DSM issues, Assessment issues, Treatment issues
- 12 Human development during the middle age years (30s to 60s)
- 13 Middle Age Years: Family Issues, Identity Issues
Middle Age Years: DSM issues, Assessment issues, Treatment issues
- 14 Human development during old age (~60s and beyond)
- 15 Old Age: Retirement, Aging, Depression, Identity Issues
Old Age: DSM issues, Assessment issues, Treatment issues

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This course is one of four electives that allows students from the Clinical Psychology Master's program to apply for licensure in Illinois after completing the program.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
- b. **If the course or some sections of the course may be technology delivered, explain why.**

The course is technology-delivered for two reasons: (1) to allow our graduate students the flexibility of being off-campus during the summer while taking the course, and (2) to make the course available to persons outside of EIU who have a Master's in Clinical Psychology or a related field but who have not taken a course in Human Growth and Development, which is needed for licensure in Illinois and many other states.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This course is an elective for the M.A. in Clinical Psychology, as students need this course to apply for licensure in the state of Illinois.

3. If the course is similar to an existing course or courses, justify its development and offering.

This course is a revision of a course that has been taught before under Seminar Topics.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

The course is not required for students in the Clinical Psychology Master's Program; however, the course is one of four electives that allow students to apply for licensure in Illinois after completing the M.A. program.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Wesley Allan or other qualified Clinical Psychology graduate faculty.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** None

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

Ivey, A., Ivey, M., Myers, J., & Sweeney, T. (2005). *Developmental counseling and therapy: Promoting wellness over the lifespan*. Boston: Lahaska.

In addition, the course uses approximately 25 psychology research journal articles to augment the textbook readings. These articles are rotated on a regular basis as newer research becomes available. The articles currently used for the course are generally from 2008 to the present.

Finally, PowerPoint lecture slides developed for the course are used for selected topics.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 11-16-2012

Date approved by the college curriculum committee: 12-7-12

Date approved by CGS:

***In writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. **In writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. **In writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

Career
Services

<http://www.eiu.edu/~careers/>

581-2412

Disability
Services

<http://www.eiu.edu/~disablty/>

581-6583