

Date of request: 15-OCT-2019

CEHD 1046

Request ID: E-2019-CECP-92

College: E

Department: CECP

Initiator name: Samuel Beasley

Initiator email: samuel.beasley@wmich.edu

Proposed effective term: 202040

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: U

Proposed course data:

New Course CECP 4500

New course selected: This new course is not seeking approval as a general education course.

1. Proposed course prefix and number:

CECP 4500

2. Proposed credit hours:

3

3. Proposed course title:

Applied Helping Skills

4. Proposed course prerequisites:

CECP 3900 AND CECP 4000 AND CECP 4100

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

C

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:  
None

10. Classification restrictions:  
Include

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:  
None

12. Level restriction:  
Include

13. List the level (undergraduate, graduate) that is to be included or excluded.  
UG

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?  
UG

15. Is this a multi-topic course?  
No

16. Proposed course title to be entered in Banner:  
Applied Helping Skills

17. Is this course repeatable for credit?  
No

18. Is this course mandatory credit/no credit?  
No

19. Select class type:  
Supervision or Practicum

20. How many contact hours per week for this course?  
4

A. Please choose Yes or No to indicate if this class is a Teacher Education class:  
No

B. Please choose the applicable class level:  
Undergraduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.  
No

D. Explain briefly and clearly the proposed improvement.

To create an undergraduate course on applied helping skills in the Department of Counselor Education and Counseling Psychology.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

This proposal is designed to create an undergraduate course on applied helping skills in the Department of Counselor Education and Counseling Psychology (CECP). The course focuses on providing students with an opportunity to practice basic counseling skills that are appropriate for working in interpersonally-oriented, community settings. This course will provide students with an opportunity to apply counseling theories and microskills that they have learned in previous classes in a more hands-on environment. It draws on the existing service learning opportunities offered at WMU. Partnering with WMU's Office of Service Learning, students will be able to identify a community-based site and gain an opportunity to practice these skills in a supportive environment while working with appropriate community partners. These types of helping training experiences help undergraduates be better prepared for the workforce and graduate school.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

1. Students will gain "hands-on" experience performing appropriate tasks in an interpersonally oriented setting.

2. Students will be able to practice basic helping skills.

3. Students will learn more about their values while working in helping roles.

4. Students will gain knowledge, awareness and skills for interacting with others in a multicultural society.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This course is one of the new classes in the Counseling Psychology minor in CECP. This course is designed to provide students with experience working in the field so they can gain more experiences in a helping role. These types of hands-on activities are consistent with CECP's efforts to increase undergraduates' interest in graduate programs in psychology and other helping professions.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution.

Demonstrate that the program you propose is not a duplication of an existing one.

This new course should have limited effect on other colleges, departments or programs. Students in this course will be partnering with WMU's Office of Service Learning to identify interpersonally-oriented sites. These sites have been identified as developmentally appropriate for undergraduates and will not interfere with existing course offerings in our department or other departments on campus.

I. Effect on your department's programs. Show how the proposed change fits with other departmental

offerings.

Currently, CECP only offers courses on Career Development for master's and doctoral students. Thus, we expect the addition of this undergraduate course will have little to no negative effect on existing programs in the department.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Since there are limited undergraduate classes in CECP, concerns about program conflicts are minimal. This course will not interfere with students' ability to meet graduation requirements in a timely manner. This course will be connected with the requirements outlined by the Office of Service Learning, thus students will be able to complete the requirements for the course in one semester.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The anticipated student audience is undergraduate students at WMU. Estimated enrollment for the course is 12-15 students per semester. The course will be beneficial for students given the importance of practical training for future employers and graduate schools in the helping professions. This applied helping skills course can be essential for helping students gain more hands-on experiences required for success in helping professions.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The course will tap into existing resources on campus and help introduce students to the service learning opportunities available to all students on campus via WMU's Office of Service Learning. This course will be taught by current Counseling Psychology doctoral students who are being supervised by CECP faculty. The course would require classroom space. No additional equipment or technology would be required outside of existing technology in the classrooms. In terms of advising, there are no extra anticipated costs. There are no known additional burdens in regards to library holdings. There are no initial one-time or ongoing base-funding costs for the proposed program.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs

should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

O. Current catalog copy:

N/A

P. Proposed catalog copy:

This course is designed to provide undergraduate counseling psychology students with an in-the-field experience that will assist them in exploring being helpers in a more 'hands on' manner. The course will be the experiential application of the information students have acquired in their counseling psychology coursework. It will assist them in integrating course material and in observing first-hand how theory and research learned in the classroom impacts practice with clients. In their role as helpers, students will be asked to explore professional and personal issues related to working in a helping profession. Additionally, this learning opportunity provides an introduction to formal service learning experience that many employers and graduate schools look for in their applicants.

Department Curriculum Chair approver: Patrick Munley

Department Curriculum Chair comment:

Date: 15-OCT-2019

Department approver: Patrick Munley

Chair comment:

Date: 15-OCT-2019

**CECP 4500: Applied Helping Skills  
Fall 2020**

**Western Michigan University  
Department of Counselor Education and Counseling Psychology  
CECP 4500: Applied Helping Skills  
Fall 2020**

**Hours of Credit:** 3

**Instructor:** TBD

**Office Location:** 3816 Sangren Hall

**Office Phone:** (269) 387-5100

**Email Address:** TBD

**Office Hours:** By appointment

**Class Location:** Kalamazoo

**Course Description from Catalog**

This course is designed to provide undergraduate counseling psychology students with an in-the-field experience that will assist them in exploring the discipline "hands on." It offers students a more formal experience in an applied setting that many graduate programs and employers value. The course will be the experiential application of the information students have acquired in their counseling psychology coursework. It will assist them in integrating course material and in observing first-hand how theory and research learned in the classroom impacts practice with clients. Additionally, this learning opportunity provides an introduction to formal service learning experience that many employers and graduate schools look for in their applicants. In their role as helpers, students will be asked to explore professional and personal issues related to working in a helping profession.

**Course Overview**

Students will work with WMU's Office of Service Learning to identify appropriate interpersonally-focused opportunities. Students will engage in a 25-30 hour volunteer service learning experience with a local human service agency. This learning opportunity will assist them in integrating course material and in observing first-hand how theory learned in the classroom impacts practice with "clients." Students will be able to gain hands-on experiences in a variety of settings, such as after-school programs, soup kitchens, hospitals, nursing homes, day care centers and other social service agencies.

Students will be required to be on site, performing the tasks that the site has assigned for approximately 2-3 hours a week. These tasks may include reading books or policies, reviewing videos, visiting with individual and families, observing individual, group or family therapy sessions, and attending meetings. While this is designed to be an educational experience, students may be asked to do some tasks (e.g., filing and paperwork) that may not be directly related to working with "clients" but that will allow them to get a feeling for how agencies work.

Students are expected to maintain a professional and ethical stance at their sites, representing our department and university well within the community. This includes, at a minimum, showing up to the site on time and when scheduled, responding cheerfully to one's supervisor's requests, and

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maintaining confidentiality and professional boundaries at the site. It also means maintaining confidentiality and appropriate boundaries in class discussions and online. In addition, students will be meeting in class to discuss their experiences at the site. For the first few weeks of the semester, students will be discussing professional ethics so that they are aware of the American Psychological Association's Ethics Code and appropriate behavior in professional helping settings. After students start to accrue their hours, they will only meet at designated times in class to discuss issues that arise at their sites. Students often learn as much from their classmates and their experiences as they do from their own site.

### **Course Objectives**

- Students will gain “hands-on” experience performing appropriate tasks in an interpersonally oriented setting.
- Students will be able to practice basic helping skills.
- Students will learn more about their values while working in helping roles.
- Students will gain knowledge, awareness and skills for interacting with others in a multicultural society.

### **Methods of Instruction**

This course will involve large and small group discussions, and hands-on activities to engage students with the course content. Instructional methods include PowerPoints, class discussions, case studies, online videos, and activity assignments to be completed during and/or outside of class.

### **Required Text(s) and Readings**

Knapp, S.J., VandeCreek, L.D. & Fingerhurt, R. (2017). *Practical ethics for psychologists: A positive approach* (3<sup>rd</sup> ed.). Washington, DC: American Psychological Association.

Various journal articles and multimedia as assigned.

### **University and Department Policies**

#### **Academic Responsibility**

Students are responsible for making themselves aware of and understanding the policies and procedures in the Graduate Catalog that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your

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instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see [www.wmich.edu/sexualmisconduct](http://www.wmich.edu/sexualmisconduct).

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct [www.wmich.edu/conduct](http://www.wmich.edu/conduct)
- Division of Student Affairs [www.wmich.edu/students/diversity](http://www.wmich.edu/students/diversity)
- University Relations Office <http://www.wmich.edu/registrar/calendars/interfaith>
- Disability Services for Students [www.wmich.edu/disabilityservices](http://www.wmich.edu/disabilityservices)

### **Academic Accommodations for Persons with Disabilities**

Any student with a documented disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) who needs to arrange reasonable accommodations must contact the professor and/or Disability Services. Disability Services for Students is located at 2210 Wilbur Ave across from Rood Hall and behind Fetzer Center, and can be contacted via telephone at (269) 387-2116. More information can be found at <http://www.wmich.edu/disabilityservices>.

### **Diversity**

The Department of Counselor Education and Counseling Psychology maintains a strong and sustained commitment to the diverse and unique nature of all learners and service consumers. Thus, it is expected that all students participate in maintaining a diversity affirmative environment.

### **Professional and Ethical Conduct**

Students in the Department of Counselor Education and Counseling Psychology are expected to abide by the ethical standards associated with their field of practice. A copy of ethical standards as developed by the American Psychological Association is available online from the respective professional organization’s webpage. A link to this ethical code may also be found on the CECP webpage at <http://wmich.edu/cecp/student-res/ethics.html>. Students should also review the statement on ethical standards, the CECP Department Retention Policy, and the Professional Conduct Concerns From in their student handbook.



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Fall 2020**

## **ASSIGNMENTS**

The following assignments will assess the extent to which students are proficient in the course objectives:

### **1. Attendance and Participation**

Students will earn these points based on their attendance and participation in classroom activities. Although this course is focused on field experiences, students are expected to complete assigned readings as well as come to class prepared to discuss their individual reactions to their work. They are expected to share their strengths and growth edges during classroom discussions.

### **2. Initial Reflection Paper**

Students will submit a paper that addresses the following issues: (a) name, location and population served at their site, (b) experiences they hope to receive as a result of their involvement, (c) how this work fits with their understanding of counseling psychology as a field, and (d) how this work fits with their social identities. This paper will be 2-3 pages (12 point, Times New Roman font, one inch margins).

### **3. Practicum Hours Sheets**

Students will track and record their volunteer hours throughout the entire semester. These hours must be signed off by the practicum site supervisor and the instructor supervising the skills course. Students are expected to accumulate between 25-30 total hours across the semester. Students should average 2-3 hours per week at minimum during the semester. Students will submit their hours twice during the semester for 25 points each.

### **4. On-site Supervisor Evaluation**

The student's site supervisor should complete and sign the on-site evaluation form. This form should be completed before the student leaves the internship and turned in by the due date. The supervisor must email the form directly to the instructor. Students should also submit a paper copy to E-Learning.

### **5. Final Reflection Paper**

Students' papers will discuss: (a) the number of hours they received at their site, (b) experiences they have gained from participation in the practicum experience, (c) address if the experience meet their expectations, (d) what they learned about themselves as a result of their experiences and (e) how their multicultural identities influenced their experiences at the site and (f) how this site influences their future plans (e.g., graduate school, entry into workforce), (g) changes that should be made to improve the experiences of other students at this practicum site. This paper will be 6-8 pages (12 point, Times New Roman font, one inch margins).

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Fall 2020**

**CECP 4500: Applied Helping Skills Schedule  
Fall 2020**

**SCHEDULE OF COURSE ASSIGNMENTS\***

<b>Date</b>	<b>Topic</b>	<b>Assignments Due</b>
Week 1, Class 1	Orientation to Service Learning	Assigned readings (E-Learning)
Week 2, Class 2	Ethical Standards, Code of Conduct	Knapp et al., Chapter 3
Week 3, Class 3	Confidentiality	APA Ethics Code Knapp et al., Chapter 4
Week 4, Class 4	Competence	Knapp et al., Chapter 5  <b>Initial Reflection Paper DUE</b>
Week 5, Class 5	Boundaries and Multiple Relationships	Knapp et al., Chapter 6
Week 6, Class 6	<b>Start Hours at Site NO CLASS!</b>	
Week 7, Class 7	Meet in class to discuss issues at site	
Week 8, Class 8	<b>NO CLASS!</b>	
Week 9, Class 9	Meet in class to discuss issues at site	
Week 10, Class 10	<b>NO CLASS!</b>	<b>Practicum Hours Sheet #1 Due</b>

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Week 11, Class 11	Meet in class to discuss issues at site	
Week 12, Class 12	<b>NO CLASS!</b>	
Week 13, Class 13	Meet in class to discuss issues at site	
Week 14, Class 14	<b>NO CLASS!</b>	
Week 8, Class 15	Meet in class to discuss issues at site	<b>On-site Supervisor Evaluation</b>  <b>Practicum Hours Sheet #2 Due</b>  <b>Final Reflection Paper DUE</b>
Week 9, Class 16	<b>FINALS WEEK</b>	<b>FINALS WEEK</b>

**\*Course schedule is tentative and can be changed by instructor. Notice will be provided of any changes made.**