

14

Proposal #
(Academic Affairs use only)

S20psy10 Proposal #
(College use only)

REQUEST FOR A NEW COURSE

University of Central Oklahoma

Course Subject (Prefix), Number, and Title:

Course Subject	Recommended Number	Course Title (maximum of 30 characters)
PSY	5xx3	Crisis Prevention & Interv.

*Remember when abbreviating names, this is how they will appear on student's transcripts.

Course Title: (full title of course if longer than 30 characters)
Crisis Prevention and Intervention in Schools

For information regarding CIP codes contact your department chair or visit: http://www.uco.edu/academic-affairs/ir/program_inventory.asp
CIP Code: 42.2805

For graduate courses, please attach a syllabus for this course. (See syllabus requirement policy 2.2.)

Course description as it will appear in the appropriate catalog.

Course description only Do not include prerequisites or enrollment restrictions, these should be added under questions 6-12. (Please use standard American English including full sentences.)

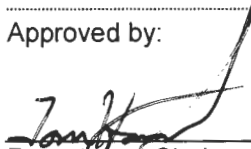
This course will provide students with an in-depth exploration of theories, concepts, and procedures related to crisis prevention and intervention in schools. This course will focus on system level aspects of crisis prevention and intervention, the consultant role of the school psychologist and other school personnel, and the impact of psychological trauma on individual students. Specific foundations to be included, but not limited to include (a) implementing effective prevention and intervention programs; (b) preventing school violence; (c) developing psychological first aid skills (d) promoting safe and effective schools (e) preparing comprehensive school crisis management plans; and (f) responding to crises that may impact schools, students, staff, and families.

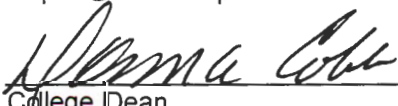
Psychology

Department submitting the proposal

Megan E. Purdum Larson	mpurdum1@uco.edu	5478
Person to contact with questions	email address	Ext. number

Approved by:


 Department Chairperson 7/29/20 Date


 College Dean 8/21/20 Date
 (Please notify the department chair when proposal is forwarded to AA.)


 College Curriculum Committee Chair 8/21/20 Date
 (Please notify department chair when proposal is forwarded to dean.)

Office of Academic Affairs _____ Date

Academic Affairs Curriculum or Graduate Council _____ Date

Effective term for this new course
(Assigned by the Office of Academic Affairs.)

1. Does this course have an undergraduate / graduate counterpart?
 Yes No
2. Is this proposal part of a larger submission package including a program change?
 Yes No
3. Does this new course affect a teacher preparation program? (All courses required for any teacher preparation program must have approval from the Council on Teacher Education (CTE) before approval from AACC or Graduate Council.)
 Yes No If yes, send copy of proposal to the Education Curriculum Committee Chair, Dr. Darla Fent.
 CTE Approval (Stamp or initial) Approved by the Council on Teacher Education 5/22/20
4. Has this course been previously taught as a common course (4910 seminar, 4960 institute, etc.)?
 Yes No If yes, when was the most recent offering? _____

5. Does this course affect majors or minors outside the department?
 Yes No If yes, provide name(s) of department chair(s) contacted, dates, and results of discussion.
Course could be opened to other related educational fields.

6. Prerequisite courses:
 Example 1: MATH 1213 and (MATH 2165 or MATH 2185) and CHEM 1213 Example 3: 8 hours of biology including BIO 1404
 Example 2: (ACCT 2113 and 2213) and (MGMT 3013 or ISOM 3613)
Written permission of instructor

7. Co-requisite(s): Which of the above prerequisite courses, if any, may be taken in the same semester as the proposed new course?

8. Concurrent enrollment: Courses that must be taken the same semester. Example: lab courses.

9. Will this course have enrollment restrictions?
 Yes No If No, go to question 13.

10. Specify which major(s) may or may not take this course. Specifying a major, excludes all other majors from enrolling.

Check one: May May not

	Behavior Analysis (TBD – New Proposed MS)	Counseling (3710)	Teacher Preparation Programs (3630, 3640, 3770)	Special Education (3721, 3722)				
Major Code:	School Psychology (3712)							

11. Which of the following student classification(s) may enroll in this course?

Check all that apply:

- Graduate (2) 19 + hours
- Graduate (1) 0-18 hours
- Post Baccalaureate *
- Senior
- Junior
- Sophomore
- Freshman

* Graduate level courses are not open to Post Baccalaureate students.

12. Check or list other restrictions for this course.

Admission to Graduate Programs	<u> X </u>
Admission to Nursing Program	<u> </u>
Admission to Teacher Education	<u> X </u>

Other Must be approved by School Psychology program faculty

13. **Course objectives:** Objectives should be observable, measurable and include scholarly or creative activities to meet the course level characteristics. Course objectives should also be in line with the course description. (Please refer to instructional objectives documents at: <http://www.uco.edu/academic-affairs/faculty-staff/aacc.asp#FAQ/Helpful%20Hints>.)

Course Objectives:

1. To develop an understanding of Crisis Theory, specifically within the schools context.
2. To develop an understanding of children's reaction to crisis events, including an understanding of the factors that influence their reaction.
3. To identify social, cultural, and contextual influences of crisis prevention, reaction, and intervention.
4. To examine strategies for preventing crisis situation in a school setting.
5. To examine and identify major components of school-based crisis intervention strategies.
6. To describe key measurement, assessment, and evaluation considerations (i.e. school safety, bullying, psychological triage.)
7. To explore various approaches for helping with children in crisis.
8. To develop psychological first-aid skills.

To explore issues and concepts related to specific crisis events such as natural disasters, school violence, and suicide.

Course Detail Information:

14. Contact Hours (per week)

 3 Lecture hours (in class)

 Lab hours (also studios)

 Other (outside activities)

15. Repeatable course.

 1 Number of times this course can be taken for credit.

16. Schedule type: (select one only)

 Activity P.E. (A)

 Lab only (B)

 Lecture/Lab (C)

 X Lecture only (L)

 Recitation/Lab (R)

 Student Teaching (STU)

 Studio Art/Design (XSU)

17. List existing course(s) for which this course will be a prerequisite. Adding a "new course" as a prerequisite to an existing course will likely cause enrollment problems. (Please submit a prerequisite change form for each course for which this course will serve as a prerequisite.)

N/A. Part of a course sequence for the School Psychology program.

18. What resources, technology or equipment must be acquired to teach this course? List items, which must be purchased and estimate cost. (Be specific, e.g., technology software, equipment, computer lab; etc.)

None

19. The UCO Library has the required library resources available for this new course?
 Yes No If yes, provide names of Librarian/Faculty Liaisons contacted, dates, and results of discussion.
 According to Kirsten Davis (February 28, 2020), "given that these are essentially rearrangements of existing programs/classes, things should be fine from a resources perspective."

If no, what additional library resources must be acquired for this new course? List items which must be purchased and estimated cost. (Be specific, e.g., books, magazines, journals, etc.)
 N/A – None needed

20. Names of current faculty qualified to teach this course.
 Megan E. Purdum Larson and Scott Singleton

21. Additional faculty (adjunct or full-time) required and specific competencies required to teach this course:
 Background in school psychology; NASP PREPaRE trained; experience in crisis prevention and intervention

22. How will this course be staffed and equipped? Identify the additional costs associated with this new course. If no costs, explain why not.
 This course will be part of the regular rotation of courses offered in the major and will not require any new equipment to be offered. Additional funds will be required to hire an Adjunct to teach one course per semester. No additional funds are needed for supplies.

23. Identify the source(s) of funds for any additional costs for the new course. i.e. internal reallocations, special fees from students, etc. If you plan to propose special fees be assessed for this course, be aware there is a separate approval process for special fees.
 Additional funds could potentially come from the department and/or adjunct budget. Reallocation of these funds are at the discretion of the department chair and dean.

24. Projected enrollment for two academic years following approval of new course:

Semester	2021	2022
Fall		
Spring	0	15
Summer		

25. Using State Regents' definition of liberal arts and sciences (quoted below), characterize the course as follows:
 Non-liberal arts and sciences
 Liberal arts and sciences

"The liberal arts and sciences are defined as those traditional fields of study in the humanities; social and behavioral sciences; communications; natural and life sciences, mathematics; and the history, literature, and theory of fine arts (music, art, drama, dance). Courses in these fields whose primary purpose is directed toward specific occupational or professional objectives, or courses in the arts which rely substantially on studio or performance work are not considered to be liberal arts and sciences for the purpose of this policy. Courses required for the General Educational Program are not necessarily synonymous or mutually exclusive with the liberal arts and sciences." State Regents Policy and Procedures. Chapter 2, Section 5, "Degree Requirements" part 1, (2). P. II-2-86

26. Please provide a concise, yet comprehensive, statement that explains the reasons for requesting the new course. Include documentation or assessment information supporting the specific request (if possible). Indicate the expected source of student enrollment (majors, minors, programs etc.)
 The proposed course is part of the new Education Specialist degree in School Psychology and

part of the course sequence as laid out in that proposal. Students from this program are required to enroll, with the potential of enrollment from other related graduate degrees in the field of education or approval from the school psychology faculty. With growing fears of intruders, school shootings, bullying/cyber bullying, and other crisis related situations, the proposed course will better prepare students (and related majors) to deal with crisis situations within the school system. Preparation and intervention is key and will allow students to identify areas of strengths and weakness, identify potential threats, create a crisis team, and be equipped for external and internal crises.

27 Which of the six transformative learning tenets does this course incorporate? (check all that apply or only those that apply) This question was a directive from the Provost and is used for informational purposes.

Discipline Knowledge	<u>X</u>
Leadership	<u>X</u>
Research, Scholarly and Creative Activities	<u>X</u>
Service Learning and Civic Engagement	<u>X</u>
Global and Cultural Competencies	<u>X</u>
Health and Wellness	<u>X</u>

28. Clearly explain how the characteristics of this course meet or exceed those outlined in Course Level Characteristics. (Copy and paste table from "Course Level Characteristics" document for the appropriate course level of proposed course. Document may be found on: <http://sites.uco.edu/academic-affairs/files/course-level-characteristics-table.doc> .

5000 LEVEL COURSES

Course Level Characteristics	Please describe how this course meets this requirement.
1. It is assumed that students in these courses have acquired the ability to use language effectively, to engage in analytical thought and creative processes, and to use information and bibliographic sources with skill.	This will be met and reviewed upon acceptance into graduate programs and via previous coursework within the graduate program. School psychology faculty will accept students into the course with written approval.
2. It is assumed that students in these courses have achieved a significant level of maturity in the discipline, evidenced by a considerable background of knowledge.	This will be met and reviewed upon acceptance into graduate programs and via previous coursework within the graduate program. School psychology faculty will accept students into the course with written approval.
3. These courses should be more than a mere extension of undergraduate courses. Rather, they should be qualitatively different. At a minimum: <ol style="list-style-type: none"> Students should be required to undertake original scholarly/creative activity. Students should assume greater responsibility for mastering the subject matter. Close working relationships should exist between instructors and students. 	This will be met by including at least one activity that requires students to read/analyze/synthesize information in the field in the form of assigned readings, quizzes, class participation, comprehensive and research based presentation, a mock crisis prevention & intervention plan, and final activity of application.

UNIVERSITY OF CENTRAL OKLAHOMA
College of Education and Professional Studies
Department of Psychology
PSY 5803: Crisis Prevention and Intervention in Schools

Instructor: Dr. Megan Purdum, NCSP

Phone Number: (405) 974-5478

Email: mpurdum1@uco.edu

Office: OLN 113A

Office Hours: Mondays 2:00-4:30, Wednesday 2:00-4:30, & Tuesday, Thursday, & Friday, by appointment.

Textbook Information:

Brock, S. E., & Jimmerson, S. R. (Eds.) (2012). *Best practices in school crisis and prevention and intervention* (2nd ed.). Bethesda, MD: National Association of School Psychologists.

Brock, S. E., Nickerson, A. B., Reeves, M.A., Jimerson, S. R., Lieberman, R. A., & Feinberg, T. A. (2009). *School crisis prevention and intervention: The PREPaRE model*. Bethesda, MD: National Association of School Psychologists.

*The NASP website offers additional resources and materials for the topics we will be covering. *

*Additional readings will be assigned and available via D2L page. <https://learn.uco.edu>

Course Description:

The purpose of this course is to provide students with an in-depth exploration of theories, concepts, and procedures related to crisis prevention and intervention in schools. This course will focus on system level aspects of crisis prevention and intervention, the consultant role of the school psychologist, and the impact of psychological trauma on individual students. Specific foundations to be included, but not limited to include (a) implementing effective prevention and intervention programs; (b) preventing school violence; (c) developing psychological first aid skills (d) promoting safe and effective schools (e) preparing comprehensive school crisis management plans; and (f) responding to crises that may impact schools, students, staff, and families. The course will be highly interactive and will require students to demonstrate their skills and knowledge through assignments. Prerequisite: Written permission of instructor.

Course Objectives:

1. To develop an understanding of Crisis Theory, specifically within the schools context.
2. To develop an understanding of children's reaction to crisis events, including an understanding of the factors that influence their reaction.
3. To identify social, cultural, and contextual influences of crisis prevention, reaction, and intervention.
4. To examine strategies for preventing crisis situation in a school setting.
5. To examine and identify major components of school-based crisis intervention strategies.
6. To describe key measurement, assessment, and evaluation considerations (i.e. school safety, bullying, psychological triage.)
7. To explore various approaches for helping with children in crisis.
8. To develop psychological first-aid skills.

To explore issues and concepts related to specific crisis events such as natural disasters, school violence, and suicide.

Course Requirements:

Assigned Readings/ Quiz / Class Participation	100 pts
PREPaRE Presentation	50 pts
Psychological First Aid Video	50 pts
School Crisis Prevention & Intervention Plan	100 pts
Final Activity – Application of Crisis Plan	<u>50 pts</u>
Total	350 pts

Assessment:

Grades are based on class participation, practical experiences, presentations and assessments. Grades will be assigned based on percentage of points earned: A 90%, B 80%, C 70%.

Attendance, participation, and assignments:

You are expected to attend all classes and contribute actively to class by speaking up. Should you miss a class, you are responsible for obtaining class notes from a peer. If you will not be able to attend, please contact me before the class meets as a courtesy. Please complete each weeks readings prior to class and come prepared to hand in any assigned work or projects. *I reserve the right to give quizzes at any time. These will count towards your class participation grade.*

Late work:

Please turn in assignments on time. ALL late assignments will be marked off 10% for each day or part of a day they are late.

PREPaRE Presentation

During the second half of the semester students will prepare a 30 minute PowerPoint presentation describing one part of the PREPaRE Model. You must provide a written handout for the class and instructor (including key points from your presentation). Presentation will incorporate information obtained from the Brock et al. (2009) book. It may also include material from other readings, information presented in class, and information drawn from outside sources. This project will be evaluated both on the quality of presentation, demonstration of knowledge, and quality of the handout distributed. Sign-ups are TBD and more information is to be given.

Psychological First Aid Video

Students will be required to videotape themselves engaging in a brief (10 minute) Psychological First Aid session. Because the course is not tied to practicum and crises cannot be ethically created, your video will be a mock session with an individual pretending to be in crisis. Opportunities to practice these skills will be provided in class along with feedback. The video will be made outside of class and turned into the instructor on the assigned date (TBD). It is expected that students will demonstrate a number of the skills presented in class.

School Crisis Prevention/Intervention Plan

Students will work with other classmates in a team to develop a crisis prevention and intervention plan for a hypothetical school. This comprehensive plan must incorporate all four phases and it is expected that this plan will be addressed professionally as if you were working in a school. The prevention and intervention plan that you develop is expected to be comprehensive and detailed enough that it could be used by a school site/district. The plan should incorporate information presented in class, obtained from the readings, and drawn from outside sources. Your team will submit the plan in written form to the instructor.

Your team will also present the plan to the class on the day indicated by the instructor (TBD). Grading of the plan will be based upon two primary components. First, the plan will be examined for comprehensiveness. In particular, I will be interested in determining whether the plan incorporates prevention, response, and intervention strategies. Second, the plan should be detailed enough that another professional could understand the specific procedures to be followed. In addition, when appropriate the plan should provide justification/explanation as to why certain components or strategies are included.

Final Activity – Application of the Crisis Plan

Working individually, you will be presented with a hypothetical crisis in which you will have to apply details of your team's plan to assist in decision making. A scenario and a series of questions will be provided to guide you in this task. In essence, the question and scenario will structure your written responses and will provide you with an opportunity to determine how well your team's plan might work given the assumptions of the hypothetical scenario. You will be asked to critique your team's plan based on your judgment of its adequacy in addressing the given scenario. The activity will result in a written product that will be handed in at the end of the class period. The product will be graded on the quality of your description of how the crisis plan would be carried out and by whom, and also on the quality of your critique of your team's plan. (closed book).

Transformational Learning Objectives (A.K.A. UCO's "Central Six" Tenants)

The University of Central Oklahoma has identified six transformative learning objectives that place students at the center of their own active and reflective learning experiences. This course addresses the following of these objectives.

1. **Discipline Knowledge:** students explore, discuss, and practice the techniques, conventions, and processes that produce researched written arguments.
2. **Leadership:** students learn how to present claims and evidence fairly and civilly, to consider thoroughly and respond ethically to counter evidence and counterarguments, and to develop a clear, well-informed stance about ongoing issues or problems.
3. **Problem Solving (Research, Scholarly, and Creative Activities):** students learn to analyze complex arguments, to produce arguments informed by careful research, and to document sources following academic conventions.
4. **Service Learning and Civic Engagement:** in service learning sections, students research and write about a significant service learning experience; in other sections, students learn how the public use of argument has the potential to affect an audience and to effect a change in their communities.
5. **Global and Cultural Competency:** students read and write arguments about global and cultural issues and direct writing to diverse audiences.
6. **Health and Wellness:** students read arguments about, write arguments about, and discuss those intellectual, emotional, and spiritual issues that give human existence vitality and meaning.

UNIVERSITY POLICY

Student Etiquette: Students will be expected to maintain a level of conduct described in the University Student Handbook and may be dismissed from the class if policies are not followed. Part of professional training is learning to behave professionally, including high levels of ethical conduct. Dishonesty includes cheating, violating the integrity of examination, plagiarism, or knowingly furnishing false information to the University or staff. Classroom misconduct includes disrespect for faculty or fellow students or disruption of the class by any means. Students are expected to be on time for class so as to avoid the disruption of learning and participation in discussion.

Special Accommodations: The University of Central Oklahoma complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act of 1990. Students with disabilities who need special accommodations must make their requests by contacting the assistant director of Disability Support Services, Kimberly Fields at 974-2549. The office is located in the Nigh University Center, Room 309. Students should also notify the instructor of special accommodation needs by the end of the first week of class.

Non-payment of tuition: Please be aware of the following:

“If you do not pay your fees by the deadline, you’ll be assessed a \$40 late payment penalty; and interest charges if the debt extends beyond a month. **You will not be dropped from classes for non-payment. If you do not or cannot attend class, you must withdraw, or risk receiving ‘F’s on your transcript, in addition to owing tuition and fees.**”

Emergencies during final examinations: If an emergency occurs that prevents the administration of a final examination, the student’s final course grade will be calculated based on the work in the course completed to that point in time and the faculty member’s considered judgment. Final exams will not be rescheduled, and a grade of “I” will not be given as a result of the missed exam. This applies to situations when the administration of the final was impossible, not when an individual student is unable to take a scheduled final.

Please review the Student Information Sheet available online at:

<http://www.uco.edu/academic-affairs/files/aa-forms/faculty/StudentInfoSheet.pdf>

The College of Education and Professional Studies is committed to helping students learn by providing a range of transformative learning experiences in discipline knowledge and in the five core areas: leadership; research, creative and scholarly activities; service learning and civic engagement; global and cultural competencies; and health and wellness.

Tentative Class Schedule

*subject to change

Week 1: Course Overview and Intro.

Week 2: Chapters 1-3, Brock and Jimerson (2012)

Week 3: Chapters 4 & 5, Brock and Jimerson (2012)

Week 4: Chapters 6-8, Brock and Jimerson (2012)

Week 5: Chapters 9-11, Brock and Jimerson (2012)

Week 6: Chapters 12 & 13, Brock and Jimerson (2012)

Week 7: Chapters 14-16, Brock and Jimerson (2012)

Week 8: Chapters 24-27, Brock and Jimerson (2012)

Week 9: Chapters 17-21, Brock and Jimerson (2012)

Week 10: **PREPaRE Presentations, Day 1 (Chapters 1 -10)

Week 11: **PREPaRE Presentations, Day 2 (Chapters 11-18)
Example of Crisis Plan

Week 12: Chapters 32-35, Brock and Jimerson (2012)
Example of Psychological First Aid Video

Week 13: Chapters 28-30, Brock and Jimerson (2012)
**Psychological First Aid Video Due

Week 14: Chapters 36 &37, Brock and Jimerson (2012)

Week 15: **Final Crisis Plans Due – Present to class

Week 16: **Final Activity

Week 17: Reserved for any course changes.