# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| --- | --- | --- |
| A.1. [Course or program](#Proposal) | **New Course** |  |
| [Replacing](#Ifapplicable)  |  |  |
| A.2. [Proposal type](#type) | **Course: Creation**  |  |
| A.3. [Originator](#Originator) | **Charles Boisvert** | **CEP Department** |  |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to offer a new elective to students in the MS program in Clinical Mental Health Counseling and to students in the CGS program in Advanced Counseling.****Currently there are only a few electives available to graduate students in the mental health counseling programs. Students in the MS program in clinical mental health counseling need to take 19 prescribed courses (57 credits) within a 60-credit program, leaving only 3 credits for electives. This course will expand the elective options for the MS students, and will also expand the elective options for students in the CGS in Advanced Counseling who may need to take a few electives based on their individualized plan. Additionally, the course fits a growing demand in the counseling field for students to have familiarity with a variety of clinical interventions and treatment approaches that can meet the needs of diverse clinical populations.** |
| A.5. [Student impact](#student_impact) |  **Expands elective options** |
| A.6. Impact on other programs | **Expands elective options for graduate students in counseling-related fields such as social work and psychology, depending on their individual program requirements.** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **It is likely the course will be taught by a full-time faculty member although some adjunct faculty may be qualified to teach the course.** |
|  | [*Library*:](#library) | **N/A** |
|  | [*Technology*](#technology) | **N/A** |
|  | [*Facilities*](#facilities): | **Requires a new room assignment** |
|  | Promotion/ Marketing needs  |  |
| A.8. [Semester effective](#Semester_effective) | **Summer**  | **Due to the course sequence in the plans of study for the counseling programs, electives are more likely to be taken during the summer. During the summer sessions students have more flexibility in their course choices.**  |  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  |  | **CEP 558** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  |  | **Multimodal Clinical Interventions** |
| B.4. [Course description](#description)  |  | **Students will learn how to apply various multimodal counseling techniques such as writing exercises, goal-setting charts, diagrams, and movement exercises to a variety of clinical populations.** |
| B.5. [Prerequisite(s)](#prereqs) |  | **CEP 532 or consent of department chair** |
| B.6. [Offered](#Offered) |  | **Summer - Annually** |
| B.7. [Contact hours](#contacthours)  |  | **3** |
| B.8. [Credit hours](#credits) |  | **3** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  |  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  | **Lecture**  |
| B.12.[Categories](#required) |  | **Free elective** |
| B.13. [How will student performance be evaluated?](#performance) |  | **Class participation** **Presentations** **Papers** **Projects** |
| B.14. [Redundancy with, existing courses](#competing) |  | **No- This course will cover unique counseling strategies not addressed in other courses.**  |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| **1) Learn how research in allied counseling fields (e.g., education, communication, learning & memory, and cognitive science) can inform the design of multimodal counseling interventions** |  | **Paper** |
| **2) Learn fundamental brain-based information processing principles that can inform how to maximize the design and delivery of counseling interventions** |  | **Paper****Article Review** |
| **3) Learn how to use multimodal strategies to collaboratively engage a variety of client populations such as clients with schizophrenia, substance-abuse clients, geriatric clients, and behaviorally challenged adolescents** |  | **Clinical Demonstration**  |
| **4) Learn practical information gathering and goal setting strategies through employing a variety of verbal and visually-cued methods such as time-lines, pie graphs, and computer-facilitated techniques** |  | **Intervention Project** |
| **5) Learn various body movement and mindfulness exercises and how to apply these to a variety of clinical populations** |  | **Clinical Demonstration** **Intervention Project** |
| **6) Learn a variety of visually-mediated strategies to address common clinical problems such as depression, anxiety, and anger** |  | **Clinical Demonstration****Intervention Project** |
| **7) Learn how to better engage challenging clinical populations by employing various interventions and strategies to maximize clients’ ability to process information in the counseling session** |  | **Clinical Demonstration****Intervention Project** |
| **8) Learn how to access clients’ areas of intact functioning and resiliency by designing therapy sessions that stimulate clients’ interests, inherent skills, and recovery-oriented capacities** |  | **Clinical Demonstration****Intervention Project** |
| **9) Learn how to use brief outcome measures to assess the impact of counseling interventions on client’s functioning** |  | **Clinical Demonstration****Intervention Project** |

| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| 1. **Brain Systems & Information Processing Principles**
	1. Vision and the brain
	2. Information processing principles
	3. The limits of auditory processing
	4. The limits of traditional verbal therapy with challenging clinical populations (e.g.., schizophrenia, geriatric, chronic substance use; behaviorally challenged adolescents)
2. **Research in Allied Counseling Fields**
	1. Communication
	2. Learning & Memory
	3. Education
	4. Cognitive Science
	5. Implications for designing counseling strategies and techniques
3. **The Mind Stimulation Therapy (MST) Model**
	1. Traditional verbal therapy vs. mind stimulation therapy
	2. Psychiatric symptoms as thinking and behavioral habits
	3. Concept of the mind
	4. Information processing and adaptive functioning
	5. Existential themes and uncertainty
	6. MST: Fundamental Features
	7. MST: Core Components
4. **Becoming a Multimodal Therapist**
	1. Strengthening the communication platform in counseling
	2. Types of visual aids and multimodal methods
	3. Uses for visual aids and multimodal strategies in counseling
	4. Equipping your therapy or work station
5. **Information Gathering and Goal Setting Techniques**
	1. Types of information to gather
	2. Methods for gathering information (e.g., time-lines and pie graphs)
	3. Goal-Setting techniques and templates
	4. Case examples and application
6. **Using Visually-Mediated Strategies to Explain Universal Therapy Topics**
	1. Learning the DRAW technique
	2. Universal therapy topics
	3. Using visual methods to explain these topics
	4. Strategies and interventions
7. **Using Visually-Mediated Strategies to Address Common Clinical Problems**
	1. Common clinical problems (e.g., anxiety, depression, anger)
	2. Using visual methods to explain and describe these clinical problems
	3. Strategies and interventions
8. **Computer-Facilitated Techniques**
	1. Research Studies
	2. Implementing computer-facilitated techniques
	3. Case examples and applications
9. **Using Common Diagrams to Develop Coping Strategies**
	1. Types of common diagrams (e.g., Venn Diagrams)
	2. Using common diagrams to gather information and develop coping strategies
10. **Body Movement and Mindfulness Exercises**
	1. Types of exercises
	2. Rationale and purpose of the exercises
	3. Case examples and application
11. **Using Multimodal Counseling Strategies Spontaneously in Counseling Sessions**
	1. Using visual methods such as the white board, index cards, and handouts
	2. Using various drawing symbols to visualize the verbal dialogue
	3. Case examples and applications
12. **Using assessment and feedback measures**
	1. Brief outcome measures
	2. Brief individualized client feedback measures
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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Monica Darcy, Ph.D. | Program Director of Counseling |  |  |
| John Eagle, Ph.D. | Chair of Counseling, Educational Leadership, and School Psychology |  |  |
| Gerri August, Ph.D. | Co-Dean of Feinstein School of Education and Human Development |  |  |
| Julie Horwitz, Ph.D. | Co-Dean of Feinstein School of Education and Human Development |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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