

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

**UNDERGRADUATE MINOR IN  
CHILD AND ADOLESCENT MENTAL HEALTH**

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

With the number of mental health issues in children and adolescents increasing every year, there is a need for a comprehensive, practical course of study that guides professionals through the complexities of child and adolescent mental health. The Minor in Child and Adolescent Mental Health intends to introduce students to content related to the mental health needs and development of children and adolescents. Offering an appropriately constructed Minor in Child and Adolescent Mental Health at Indiana University will address the burgeoning problem of unresolved mental health issues among children. At Indiana University, the School Psychology faculty (in the Department of Counseling and Educational Psychology) have expertise in the domains of study related to this minor including behavioral disorders and childhood psychopathology, school-based mental health, trauma, and evidence-based therapeutic treatments. The content of the courses proposed related to the minor will be reflective of research-based, developmentally appropriate practices for addressing children's mental health issues. The goals of this minor are as follows:

- 1) To encourage students with career aspiration of working in the fields of education, psychology, medicine, social work, and public health to consider focusing their future career in some significant capacity on children and adolescents.
- 2) To develop students' knowledge about child and adolescent mental health to enable them to explore future careers in mental-health related professions.
- 3) To provide students with the skills needed to successfully integrate the knowledge of child and adolescent mental health into their service/profession.
- 4) To develop students' intellectual curiosity related to the field of child and adolescent mental health
- 5) To develop students' ability to think critically about the field of mental health as it relates to children and adolescents by increasing knowledge related to the social and cultural context of mental health, mental illness, diagnosis, and treatment.

**Why is the minor needed?**

The Center for Disease Control and Prevention (CDC; 2019) estimates 1 in 5 American children between the ages of 3 and 17 years old have a diagnosable mental, emotional, or behavioral disorder. Although a high number of students need mental health support, a report by the U.S. Surgeon General suggested only 1 in 5 children and youth with significant mental health concerns received some type of intervention or treatment (U.S. Department of Health and Human Services, 2001). Within Indiana, the need for supporting student and family mental health is critical. Data from the Indiana School Mental Health Initiative indicates 36% of children ages 0-17 have experienced at least one or two adverse childhood experiences. The Indiana Youth Institute (2019) indicates report of child abuse in the state of Indiana are steadily on the rise, with an average of more than one report every two and a half minutes. Tragically, according to the U.S. Department of Health and Human Services (2019), Indiana ranks second in the nation for rates of child abuse and neglect. These statistics

are shared to demonstrate the crucial and indispensable need the children of Indiana have in relation to mental health.

Additionally, upon deeper examination of nationwide offerings related to an undergraduate minor in child and adolescent mental health, our search generated two results: the University of Alaska Anchorage (UAA) has a Minor in Children's Mental Health and New York University (NYU) has a Child and Adolescent Mental Health Studies (CAMS) Minor. The dearth of mental health programming isn't unique to undergraduate coursework; our search revealed only 11 institutions within the United States that have a post-Bachelor's certificate or graduate certificate related specifically to child and adolescent mental health. For instance, Oklahoma State University has an Infant Mental Health Graduate Certificate. Clearly, children's mental health is an under-focused area at both the undergraduate and graduate levels.

## **What courses will constitute the minor?**

The undergraduate Minor in Child and Adolescent Mental Health will consist of at least 15 credit hours (five classes), which will include one required 200-level portal course (3 credit hours), two introductory courses at the 200- and/or 300-level, and two required classes at the advanced 400-level. The introductory courses will allow students the option of choosing courses to meet their needs and interests. All six of the introductory level courses are already existing courses within the School of Education—five are housed within the Department of Counseling and Educational Psychology (P and G courses) and one is within Curriculum and Instruction/Special Education (K course). Further, each of these six courses consistently meets enrollment to run when offered. The two advanced courses have been developed within the last few years. Specifically, P404 Behavior Management in Youth has successfully run each of the three semesters it has been offered, and P403 Child and Adolescent Trauma in Applied Settings has successfully run each of the semesters it has been offered as well. The course offerings for the minor will include:

- 1. REQUIRED PORTAL COURSE (3 credit hours):**  
PXXX/F203: Child and Adolescent Mental Health in Applied Settings (200-level)
  
- 2. REQUIRED INTRODUCTORY COURSES 200- AND 300- LEVEL COURSES (6 credit hours)**  
*Choose TWO courses:*  
P248: Elementary School Child: Physical, Emotional and Social Development  
G208: Prevention of Adolescent Risk Behavior  
G375: Multicultural Skills  
P313: Adolescents in a Learning Community  
P314: Life Span Development  
K343: Education of the Socially and Emotionally Disturbed I
  
- 3. REQUIRED ADVANCED 400-LEVEL COURSES (6 credit hours):**  
P404: Behavior Management in Youth  
P403: Child and Adolescent Trauma in Applied Settings

Both of the required advanced courses, although recently developed, have already gone through the remonstrance process and have been approved (P404 Behavior Management in Youth and P403 Child and Adolescent Mental Health in Applied Settings). One course, Child and Adolescent Mental Health in Applied Settings (PXXX/F203), is newly developed and currently going through the remonstrance process. Given its unique contribution, we anticipate this course to gain approval. At that time, it will be officially added to the list of courses for this minor.

**Describe each course briefly.**

### **F203/PXXX: Child and Adolescent Mental Health in Applied Settings (3 cr.) [Gen Ed: S & H]**

In response to the serious crisis in mental health care for children, there is a growing movement in the United States and in other countries to address childhood and adolescent mental health. This course serves as an entrée to the minor and will briefly expose students to issues related to childhood and adolescent mental health including prevalence, diagnosis, school-based services, and culture and mental health. Course objectives include: (1) describing the status of child mental health and mental health services in the United States; (2) demonstrating key concepts and principles associated with developmental psychopathology; (3) describing the ways in which trauma and resilience influence a child's mental health outcomes; (4) describing the ways in which mental health services may be delivered within a school setting; (5) describing the variety of careers related to mental health service delivery for children and adolescents; and (6) demonstrate knowledge of the key concepts related to how culture influences mental health diagnosis and treatment. The courses within the minor then complement and expand upon the content introduced within this course.

### **P248: Elementary School Child: Physical, Emotional and Social Development**

Child development in the school context. This course will provide an understanding of physical, emotional, and social development in a school marked by a diversity of cultural, social, and personal traits. Also, the role of the teacher in supporting positive development in students.

### **G208: Prevention of Adolescent Risk Behavior**

This course will provide an overview of the principles of prevention interventions with a focus on the role of counselors and other 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 community agencies.

### **G375: Multicultural Skills**

The course serves as an introduction to multicultural counseling, skills, and communication. We will explore how culture influences behavior and how that knowledge can be applied in counseling-related skills. You will be asked to examine your own culture and how that has shaped your identity and world view as well as how that will impact you as a helping professional. We will also explore other cultures, understand the complexities related to intersectionality, and how this information can be utilized to best meet the needs of different groups.

### **P313: Adolescents in a Learning Community**

This course provides an overview of developmental changes (biological, cognitive, and psychosocial) during adolescence. This course is based on the premise that understanding the development of adolescents, especially in a learning community, is fundamental to providing exceptional instruction and guidance for middle school, junior high, and high school students. The goal of the course is to further students' understanding of developmental changes during adolescence and for students to learn how to apply current research on adolescent development to their future careers.

### **P314: Life Span Development**

A course surveying human development from infancy through old age, emphasizing the life-span perspective on development. Major theories, current and classical research findings, and educational implications for all life stages from birth to death.

### **K343: Education of the Socially and Emotionally Disturbed I**

A basic survey of the field of emotional disturbance and social maladjustment. Definitions, classifications, characteristics, and diagnostic and treatment procedures are discussed from a psycho-educational point of view.

### **P403: Child and Adolescent Trauma in Applied Settings**

Research on trauma has dramatically changed our understanding of childhood trauma and its impact on the growing child. This course will introduce students to core concepts related to trauma, resiliency, and evidence-based interventions for traumatized children and adolescents. This course focuses on four areas: (1) review the nature and definition of childhood trauma; (2) explore the consequences of traumatic experiences in the context of psychosocial, biological, and developmental processes; (3) highlight effective interventions for children affected by trauma; and (4) information related to secondary trauma, burnout, and self-care for practitioners working with trauma victims.

### **P404: Behavior Management in Youth**

This course is designed to help future teachers, therapists, and other youth service professionals develop the knowledge, awareness, and skills necessary to effectively manage problem behaviors in youth. Students will gain a better understanding of common childhood disorders and mental health issues that are associated with problem behaviors in youth.

## **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 content and the ability to provide students with background knowledge and content to be able to think critically about the material as it relates to the field. The scope and sequence of these courses are such that it allows students to gain more intimate knowledge and a more in depth examination of the content as they progress. For instance, the portal course provides a brief introduction (e.g., psychopathology, trauma) to other courses offered in the minor. Then, a course such as Child and Adolescent Trauma in Applied Settings affords students the opportunities to examine this content more in depth. The courses within this minor were strategically designed and selected to represent offerings that provide both a depth and breadth of knowledge related to child and adolescent mental health. In turn, these courses will then provide a solid foundation for students seeking to go into a variety of helping professions either post-degree or while pursuing post-graduate studies.

A variety of professions working with children, including many of our own pre-service teachers in the School of Education, will go on to interact with children with mental health needs. Our search of existing undergraduate coursework in the School did not lead to any courses currently offered that specifically relate to child and adolescent mental health. Our campus-wide search, including coursework offered by the School of Public Health, School of Social Work, and Psychological and Brain Sciences, did not yield minors specifically related to mental health, and a lack of coursework where children's mental health is the main focus of the course. Our search did reveal the School of Social Work at IUPUI offers a certificate in child abuse and neglect, however,

this is not offered on Bloomington's campus and it does not focus primarily on mental health. The School of Psychological and Brain Sciences offers a Certificate in Clinical Psychological Science, however, the focus is more broadly on a blend of research and practice across the lifespan: "Students completing the Certificate in Clinical Psychological Science will develop an in-depth understanding of clinical psychological science, from theory to its application in the laboratory and/or a wide variety of applied mental and behavioral health-service" ([https://bulletin.college.indiana.edu/programs/index.html?program=clnpsyact&bulletin\\_term=4195](https://bulletin.college.indiana.edu/programs/index.html?program=clnpsyact&bulletin_term=4195)).

The School of Public Health has a major in Human Development and Family Studies and Youth Development. The School also has a minor in Youth Development. An examination of the courses offered by this School that may relate to child and adolescent mental health include Effects of Divorce on Children (SPH-F 341), Stress and Resilience in the Family (SPH-F 457), and Parent and Child Relations (SPH-F 345). However, upon closer examination, none of these course descriptions in the IU Bulletin describe a focus on mental health (<https://bulletins.iu.edu/iub/phb/2019-2020/phb-pdf.pdf>).

### **Describe the student population to be served.**

By offering students a Minor in Child and Adolescent Mental Health, we anticipate drawing students from across the university to enroll in our classes, including from the School of Education, School of Social Work, the School of Public Health, Speech/Hearing Sciences, Nursing, and Psychological and Brain Sciences. Indeed, the two newly developed courses that would fit into this minor, P403: Child and Adolescent Trauma in Applied Settings and P404: Behavior Management in Youth (both historically offered as F401 topical seminars), have already drawn a combined approximately 90 students across the five semesters of course offerings. Of those students, approximately 17% were School of Education majors (n = 15). The other students' majors were campus-wide: Psychology (n = 21), Speech/Hearing (n = 6), and a smattering of other degrees (E.g., Criminal Justice, Human Development, Social Work).

### **How does the minor complement the campus, school, or departmental mission?**

The courses in this minor represent an array of options for interdisciplinary study and engagement with content that aligns with the strategic goals of Indiana University and the School of Education. All of our courses are designed to provide students with opportunities to critically analyze course content to engage in 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, our portal course has a unit specifically focused on cultural considerations related to mental health. The courses in our minor will also focus on combining academic theory with practical real-life experience in order to provide students with a broader and deeper understanding of the course content. For instance, our introductory course, PXXX/F203, Child and Adolescent Mental Health in Applied Settings, will have students connect with mental health professionals in the field to learn more about professions related to child and adolescent mental health.

### **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 both within our department as well as outside of our program concerning this minor and have received a great deal of support for the creation of this minor. Attached to this proposal are letters of support from within as well as outside the university. Additionally, we have been able to confirm the proposed minor does not overlap with any other undergraduate minor offering in the School of Education or anywhere across the IUB campus. Rather, we have received enthusiastic support from colleagues indicated this proposed minor will fill a need within the School of Education. Although this

proposed minor was developed by the School Psychology faculty, the coursework reflects several inter-program and inter-departmental partnerships. For instance, G208, one of the introductory courses, is part of the Counseling Minor and the undergraduate major in Counseling and Student Services. While most coursework will be offered by the Department of Counseling and Educational Psychology, one of the introductory courses, K343, will be offered by the Department of Curriculum and Instruction.

### **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?**

All members of our core faculty (Dr. David Shriberg, Program Chair, Dr. Scott Bellini, and Dr. Heather Ormiston) have committed to teaching these courses. To this point, two of our core faculty members have taught both P404 Behavior Management in Youth (Bellini) and P403 Child and Adolescent Trauma in Applied Settings (Ormiston) since they were initially developed in 2019. A third core faculty member (Shriberg) has committed to teaching the portal course, Child and Adolescent Mental Health in Applied Settings. 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 well-positioned to offer adjunct teaching opportunities to several professionals with expertise in the content areas of the courses in the minor.

### **Describe any innovative features of the minor.**

As stated, this minor will be one of only a few focused on child and adolescent mental health *in the nation*. IU can be on the cutting edge of developing a minor focused on this area. The School Psychology faculty consulted with Dr. Jess Shatkin, Vice Chair For Education, Director of Undergraduate Studies, and Professor of Child & Adolescent Psychiatry and Pediatrics at the New York University School of Medicine. Dr. Shatkin developed, and currently directs, the CAMS minor at NYU. Since its inception in fall of 2006, the program has grown every year and currently enrolls over 350 students in the minor, the second largest minor at NYU second only to Business Studies (Shatkin, 2020, personal communication). A recent study of graduates with the minor reported 81% of students surveyed enrolled in post-baccalaureate degree programs related to mental health (Diamond et al., 2017).

With the changing nature of the way we are serving children and youth, especially in schools, we see this minor as filling a need for individuals seeking to pursue careers in the helping professions related to children and adolescents. We intend to offer a mix of in-person and online offerings for each of these courses, including potential offerings over the summer and non-traditional sixteen-week courses. One course for instance, P403: Behavior Management in Youth, has traditionally been offered as an online second-eight week course that has seen significant enrollment in each of its offerings. Another unique feature of the minor is the amount of cross-program collaboration offered by the minor. In its current proposal, the minor will provide enrollment for four School of Education programs: Counseling Psychology, Human Development, School Psychology, and Special Education/Curriculum and Instruction.

### **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. Two classes in the minor will be offered in the 2020-21 school year. Two sections of the P403: Child and Adolescent Trauma in Applied Settings will be offered in Fall 2020 and Spring 2021, and two section of

P404: Behavior Management in Youth will be offered in Fall 2020 and Spring 2021. We also plan to launch the portal course, PXXX/F203 Child and Adolescent Mental Health in Applied Settings in Spring 2021. Several courses, P248: Elementary School Child: Physical, Emotional and Social Development, G208: Prevention of Adolescent Risk Behavior, G375: Multicultural Skills, P313: Adolescents in a Learning Community, P314: Life Span Development, and K 343: Education of the Socially and Emotionally Disturbed I, are routinely offered in the School of Education. We hope 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 Fall 2021.

Prepared by: Heather E. Ormiston, Ph.D.

### **Appendices, including letters of support:**

Dr. Joel Wong (Chair of the Department of Counseling and Educational Psychology)

Dr. Jill Shedd (Assistant Dean for Teacher Education)

Dr. Mary Waldron (Program Chair, Human Development)

Dr. Jess Shatkin (Vice Chair for Education, Director of Undergraduate Studies, and Professor of Child & Adolescent Psychiatry and Pediatrics at the New York University School of Medicine)

Dept Vote Issued: June 12, 2020

25 total faculty members 1 on Sabbatical 1 serving as SoE EAD

19 voted to accept proposed changes 6 did not vote