

## ESHR: K-12 Student Interventions Informal Concentration Area (ICA)

Children face many developmental challenges as they learn, grow, and wrestle with personal issues. Courses in the *K-12 Student Interventions ICA* will help you understand children's needs as they cope with trauma, loss, family concerns, and common developmental challenges. Opportunities exist to support students during their K-12 education and build partnerships with community resources.

The *K-12 Student Interventions ICA* pairs well with other ESHR ICAs such as the *Cognition, Learning, and Development ICA* and *Trauma-Informed Advocacy ICA*. Students often choose another major, minor, or certificate to pair with ESHR; see suggestions below:

### Major, Minor, Certificate Suggestions

#### **Majors/Minors**

[Education](#)  
[Elementary Education](#)  
[Health Studies](#)  
[Psychology](#)  
[Social Justice](#)  
[Social Work](#)  
[Therapeutic Recreation](#)

#### **Certificates**

[Critical Cultural Competence](#)  
[Disability Studies](#)  
[Interscholastic Athletic/Activities Administration](#)  
[Leadership Studies](#)  
[Nonprofit Leadership and Philanthropy](#)  
[Public Health](#)  
[Resilience and Trauma Informed Perspectives](#)

Career opportunities for students with an ESHR focus on developmental issues and interventions for children and adolescents may include public school para-education support, after-school programs, family social service programs, childcare centers, preschool programs, 4-H and youth development programs, mental health, and substance abuse centers, child and domestic abuse centers and runaway shelters, family policy analyst/advocate, and at-risk student intervention programs.

Students with this focus in ESHR may be well-positioned for graduate work in school counseling, human development and family studies, child psychology, school psychology, and community agency work.

### Course Suggestions

(Students are encouraged to take one or two courses from each skill/content area.)

#### *Learning, Cognition, and Instruction*

##### **CSED:4187 Introduction to Assistive Technology**

How assistive technology can be used for attainment of goals in education or work.

##### **PSQF:4281 Cognitive Principles for How People Learn**

We use the word learning to refer to a diversity of experiences. What ideas from cognitive science might help us unify diverse experiences such as learning to tell time or tie your shoes with experiences such as the disciplinary learning undergraduates must develop in college courses. By enrolling in this course, you will determine the nature of how cognition leads to learning.

##### **EDTL:4900 Foundations of Special Education**

Students with disabilities, gifted and talented; strategies for effective treatment, collaboration between regular and special education teachers; remediation of academic, behavioral, social problems.

#### *Developmental Characteristics*

##### **PSQF:2116 Applied Child and Adolescent Psychology**

Overview of child and adolescent development, psychopathology, and basic-level intervention; foundation for working in applied child and adolescent mental health settings; typical areas of psychological difficulty, including developmental disorders, ADHD, depression, anxiety, substance use; contextual and environmental factors, including abuse, poverty, neglect.

### **PSQF:4106 Child Development**

Theories and research findings about the physical, social, emotional, and intellectual growth and development of children.  
Requirements: junior standing.

### **PSQF:4133 The Adolescent and Young Adult**

Psychological and social aspects of adolescence and young adulthood; emphasis on theory, research, and practical applications.

### *Psychological Needs of Learners*

#### **CSED:4131 Loss, Death, and Bereavement**

Psychological study of death, grief, loss, bereavement, and coping from a multidimensional and multidisciplinary perspective; loss and grief as natural experiences that are not often explicitly discussed; overview of topics relating to death, including multicultural attitudes toward death, death practices, theories on loss and bereavement, and grieving throughout the life cycle; hospice and palliative care, suicide, and making meaning of life out of death; development of critical thinking skills by engaging in empirically based discussions.

#### **PSQF:2700 Intro to Trauma and Resilience**

Introduction to understanding key concepts of trauma-informed systems of care in multiple settings; identification of various types of trauma along with behaviors and responses seen in survivors of trauma; students trace effects of historical trauma of marginalized communities and multiple trauma survivor groups to understand the consequences of trauma and its impact in the culture; resilience and strategies to offset consequences of trauma. Same as SSW:2700

#### **CSED:4173 Trauma Across the Lifespan**

Current theory and practice models related to trauma and crisis intervention; overview of multi-system level definitions of trauma experience (historical, individual, interpersonal, family, organizational, community, global); various approaches to trauma response theory; unique contributions that counselors offer (strength, resiliency, coping); commitments to multicultural and systems factors; macro- to micro-level understanding of trauma.

#### **CSED:4176 Child Abuse: Assessment Intervention Advocacy**

Preparation for work involving abused children or child abuse issues; appropriate for careers in counseling, education, health sciences, law, psychology, social work, and so forth; interactive approach.

### *Basic Helping Skills*

#### **CSED:1102 Helping Skills for Community Settings**

Helping skills for working in a variety of community settings. Focus on communication, problem-solving, and interviewing skills, as well as entry-level techniques such as mindfulness and resume-building opportunities such as Iowa Mandatory Reporter training and QPR (question, persuade, refer). Emphasis on working in settings with people with disabilities and mental health diagnoses. Prerequisite: CSED:1101

### *Systemic/External Influences on Learning*

#### **PSQF:4134 Parent-Teacher Communication**

Realities of working with parents; interpersonal skills; options for parent support services.

#### **PSQF:4136 Home/School/Community Partnerships**

Issues related to collaboration among families, educators, community members in implementing school programs.

### **Faculty Liaison**

[Laura Gallo](#), Associate Professor, School Counseling

Updated 11/01/2024