



College of Education

Education Studies and Human Relations

education.uiowa.edu/eshr

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](#)
[Writing](#)

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.

EDTL:2122 Create, Imagine, Play, Human Development in Arts

Theories related to human development and visual arts; use of visual arts to make meaning from experience; ways to integrate visual arts into everyday life; cognitive and physical processes involved in making, understanding, and looking at visual art through studio experiences; theories of cognitive development; role of visual art in education; introduction to art production, history, criticism, and aesthetics.

EDTL:3382 Language and Learning

How language reflects and constructs learners' identities and cultures; readings related to oral and written language, native and second language development, linguistic diversity; discussion of the relationship of language theory to schools of language instruction. English majors and English and Creative Writing majors may apply this course to the following area and/or period requirement. AREA: Literary Theory and Interdisciplinary Studies. Same as ENGL:3190

EDTL:4093 Teaching & Learning w/ Global Perspectives

Examination of conceptualizations and themes, along with theories, strategies, and resources that can inform teaching and learning for global competence education in all disciplines; teaching for prejudice reduction and education for informed and responsible global citizenship; creation of a standards-based curriculum project; designed for practicing

teachers.

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.

EPLS:4180 Human Relations for the Classroom Teacher

Influence of social factors such as discrimination, diversity, equity, racism, sexism, and ethnic and socioeconomic pluralism on American schools and classrooms; for teacher education candidates. GE: Values and Society.

EPLS:4250 Education in Black America

Introduction to various educational policies and events germane to the history of African American education from 1900 through the mid-1980s; read works and watch documentaries that examine those policies, concepts, strategies, and events surrounding Black education; analyze and synthesize this information through small and large class discussions, reading responses, quizzes, a debate, a book review, a short essay, and related presentation. GE: Historical Perspectives. Same as AFAM:4250.

PSQF:4205 Design Principles for How People Learn

Project-based course that introduces the process to formally design, develop, implement, and evaluate instruction in a context of the student's choosing.

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.

Human Development

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.

Helping Skills

CSED:1102 Intro to Helping Skills

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

CSED:4199 Counseling for Related Professions (If not used to meet ESHR core)

Counseling theories and techniques; ethical and multicultural considerations; small-group discussions, demonstrations, lectures.

PSQF:2115 Introduction to Counseling Psychology

Historical and philosophical foundations of counseling psychology; theories, application, and work of counseling psychologists. GE: Social Sciences.

PSQF:3104 Multicultural Counseling and Psychology (if not used to meet the ESHR diverse perspectives requirement)

Introduction to multicultural competencies and its importance to counseling, psychology, and helping professions; psychological concepts and research pertaining to privilege; racism, race, culture, sexual orientation, social class and classism, and their application in culturally adapted psychotherapy interventions; how these matters and other cultural identities and constructs are handled and used in applied psychology and counseling; focus on intersection of research and practice.

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.

Public Policy

EPLS:3240 Undergraduate Topics in Education

Research Skills for Public Policy: Being a public policy researcher is like any other profession. There are behaviors, goals, and ways of thinking that are common among researchers. These norms help researchers conduct high-quality research that has an impact on major societal issues. Students who complete this course will develop foundational knowledge and skills for doing public policy research, including ethical behavior, effective communication, and teamwork.

OR Survey Research and Public Policy: Surveys can be used to produce knowledge that makes an impact on major societal issues. Surveys used to conduct public policy research must carefully designed, carried out, and evaluated. Understanding how researchers make decisions and what factors they consider will help you evaluate the quality of published survey results. Students who complete this course will develop foundational knowledge and skills for understanding survey research, including questionnaire design and sampling.

Internship Experiences

While not a part of the 30 credits that contribute to the ESHR major, we encourage students interested in this concentration area to include several internship and practicum experiences in their coursework as they earn their BA. Please visit with the ESHR advisor about how to find and register for these opportunities that may help to customize your experiential informal learning background.

Faculty Liaison

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

Updated 07/21/2025