

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5530 Pre-Practicum

Please check one: ☐ New course **X Revised course**

PART I: CATALOG DESCRIPTION

1. CSD 5530

2. Pre-Practicum

3. Pre-Practicum

4. 3-1-4

5. Term(s) to be offered: **X Fall** **X Spring** ☐ Summer ☐ On demand

6. Initial term of offering: **X Fall** ☐ Spring ☐ Summer **Year: 2011**

7. Course description:

A course in the application of theories with emphasis upon developing knowledge and skills expected of the professional counselor. Lab includes Interpersonal Process Recall (Triadic counseling practice).

8. Registration restrictions:

a. Identify any equivalent courses: **None**

b. Prerequisite(s): **None**

c. Who can waive the prerequisite(s)?

☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): **None**

e. Repeat status: **X Course may not be repeated.**

Course may be repeated to a maximum of _____ hours for _____ times.

a. Degree, college, major(s), level, or class restrictions:

Courses numbered 5500 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

b. Degree, college, major(s), level, or class to be excluded from the course, if any: **None**

8. Special course attributes **None**

9. Grading methods (check all that apply): **X Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC

10. **Instructional delivery method:** ☐ lecture ☐ lab ☒ **lecture/lab combined** ☐ independent study/research ☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Students will gain an understanding of:

- i. an orientation to wellness and prevention as desired counseling goals;
- ii. counselor characteristics and behaviors that influence the helping processes;
- iii. essential interviewing and counseling skills;
- iv. counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;
- v. consultation and its application;
- vi. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.

If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:

➤ Verbal and Interpersonal Communication

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

i. an orientation to wellness and prevention as desired counseling goals;	Philosophy of Counseling: Write a 3-to-5 page paper on a philosophy of counseling. Experience as a Client: Student will participate in three counseling sessions to discuss an interpersonal issue in their life.
ii. counselor characteristics and behaviors that influence the helping processes;	Philosophy of Counseling Experience as a Client Submit Five Videos of Interpersonal Process Recall (IPR) Sessions and complete IPR form. Mastery of Skills: Demonstration of counseling skills at midterm and end of course.
iii. essential interviewing and counseling skills;	Submit Five Videos of Interpersonal Process Recall (IPR) Sessions and complete IPR form Mastery of Skills
iv. counseling theories that provide the student with models to conceptualize client	Learning Assessment: Final exam Mastery of Skills

presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling;	
v. consultation and its application;	Learning Assessment: Final exam Mastery of Skills
vi. crisis intervention and suicide prevention models, including the use of psychological first aid strategies.	Learning Assessment: Final exam

- **Philosophy of Counseling:** Write a 3-to-5 page paper on a philosophy of counseling.
- **Experience as a Client:** Student will participate in three counseling sessions to discuss an interpersonal issue in their life.
- **Submit Five Videos of Interpersonal Process Recall (IPR) Sessions and complete IPR form.**
- **Mastery of Skills:** Weekly demonstration of counseling skills evaluated at midterm and end of course.
- **Learning Assessment:** Final exam (essay).

3. Explain how the instructor will determine students' grades for the course:

Grading for this course will be based on the following criteria:

1) IPR I	10
2) Philosophy of Counseling	10
3) IPR II	10
4) IPR III	10
5) Experience as a client	15
6) IPR IV	10
7) IPR V	10
8) Learning Assessment	25
9) Mastery of Skills (50 Points Midterm, 50 Points Final)	<u>100</u>
Total Points	200

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

N/A

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

N/A

6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.

NA

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	The Counseling Process: Ethics and Confidentiality
2	Introduction to Humanistic Counseling Active Listening and Empathy
3	Basic Relationship Skills, Assessment Decisional Counseling Open End Leads
4	Neuro-Linguistic Programming
5	Meta-Model Challenges and Specifiers
6	Behavioral Therapy
7	Counseling Children
8	Cognitive Therapy Assertiveness
9	Cognitive Therapy R.E.B.T
10	Relaxation Training and Intakes
11	Existential-Humanistic Therapy - Victor Frankl
12	Existential-Humanistic Therapy – Pearls

- 13 Psychodynamic Therapy
- 14 Interpretation of Theoretical Models
- 15 In class Learning Assessment
- 16 Finals

Lab: 15 weeks of 50 minutes meeting outside of class

During the time allocated for lab, students will meet in triads to practice essential interviewing and counseling skills. One student will be the counselor, one the client and one the observer. Each student will be expected to produce 5 recorded IPR sessions demonstrating counseling skills.

Week	Lab Activity
1	Interpersonal Process Recall (Triadic counseling practice)
2	IPR
3	IPR
4	IPR
5	IPR
6	IPR
7	IPR
8	IPR
9	IPR
10	IPR
11	IPR
12	IPR
13	IPR
14	IPR
15	IPR

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The lab section will allow student practice activity outside of class discussion.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

This is a required course for the M.S. in Counseling. It is also a competency required for continued accreditation by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). There are no prerequisites, co-requisites or restrictions.

3. If the course is similar to an existing course or courses, justify its development and offering.

a. None at graduate level.

b. Revised course only.

4. Impact on Program(s):

Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Dr. Angela Yoder, Dr. Gloria Leitschuh and Dr. Heidi Larson.

2. Additional costs to students:

No additional costs to students.

3. Text and supplementary materials to be used (Include publication dates):

Ivey, A. E., D'Andrea, M., Ivey, M. B., & Simek-Morgan, L. (2007). Theories of Counseling and Psychotherapy: A Multicultural Perspective (6th ed.). Boston: Allyn & Bacon

Ivey, A. E. & Ivey, M. B. (2007). Intentional Interviewing and Counseling Facilitating Client Development in a Multicultural Society (6th ed.). Pacific Grove, CA: Brooks/Cole-Thompson Learning.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: September 8, 2010

Date approved by the college curriculum committee: October 25, 2010

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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