

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5630 Practicum

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5630

2. Practicum

3. Practicum

4. 3-1-4

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

6. Initial term of offering: Fall ☒ Spring ☐ Summer Year: 2012

7. Course description:

This course provides for the development of counseling skills under supervision within a student's program of study. Lab includes individual and triadic supervision.

8. Registration restrictions:

a. Identify any equivalent courses None.

b. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530

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):

Must be taken before or concurrently with CSD 5620, 5600 or 5980, and 5930 or 5940 with a grade of "B" or better in CSD 5530 and approval of the departmental chair.

e. Repeat status: ☒ Course may not be repeated.

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

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

Courses numbered 5540 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.

g. 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): ☒ **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:

- i. establish therapeutic relationships at the school and/or clinical site;
- ii. listen to feedback from the instructor, site supervisor and classmates with an open mind and effectively utilize supervision;
- iii. understand the developmental needs and characteristics of client concerns in the school and/or clinical settings;
- iv. begin to apply theory and techniques in counseling situations;
- v. understand procedures for intake, assessment and treatment planning in school and/or clinical settings;
- vi. become familiar with the professional identity of clinical and/or school counselors. Knowledge base will include setting, curriculum, ethical standards, scheduling, and implications of sociocultural, demographic and lifestyle diversity relevant to school and/or clinical settings;
- vii. become familiar with the referral process, treatment, coordination and consultation in the school and/or clinical settings.

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

Critical Thinking/Problem Solving by demonstrating the application of theory to practice.

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

i. establish therapeutic relationships at the school and/or clinical site	<p>Transcribe <u>two</u> counseling sessions (the entire tape-minimum 20 min.) including analysis. (20 points each) Include: 1) identification of the skill, technique or method used; 2) an ideal alternative response; and 3) self-reflection of thoughts or intentions at particular moments in the session. At the end of the transcription, summarize the intent of the session and provide alternative treatment options.</p> <p>Case Presentations: Throughout the semester, each student is expected to present and discuss two cases with the group. (15 points each) At a minimum, include the following: a) reason for referral, b) client description, c) presenting problem, d) developmental history, e) assessment of client, f)</p>
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	problem area[s], g) treatment[s] used during counseling, h) evaluation of client outcome, and i) have prepared questions for consultation. Each student will provide a video and transcription (10 minutes in length) of the counseling session with the client. The student needs to provide copies of the case presentation for class members. Class members and instructor will provide feedback of the case presentation.
ii. listen to feedback from the instructor, site supervisor and classmates with an open mind and effectively utilize supervision	Supervision. Students will: spend between 8-15 hours per week (several clients per week) at the practicum site; log 100 hours of professional activity at his or her selected field site; log at least 40 direct hours including 10 group hours; log at least 60 indirect hours (e.g. 30 hrs of supervision with on-site supervisor and campus supervisor, and 30 hrs. of activities that may include paperwork, staff meeting, training, consultation, etc.); video tape a minimum of 12 sessions and complete counseling form for all 12 sessions; meet one hour per week with the on-site supervisor for individual supervision; meet with the assigned campus supervisor weekly for an hour outside of class; demonstrate understanding of at least three different theoretical approaches to counseling; Supervisor Evaluation: Midterm/Final Peer Evaluation
iii. understand the developmental needs and characteristics of client concerns in the school and/or clinical settings	Supervision. Case Presentations Summative Paper
iv. begin to apply theory and techniques in counseling situations	Supervision Transcribe <u>two</u> counseling sessions Case Presentations
v. understand procedures for intake, assessment and treatment planning in school and/or clinical settings	Supervision. Case Presentations Summative Paper
vi. become familiar with the professional identity of clinical and/or school counselors. Knowledge base will include setting, curriculum, ethical standards, scheduling, and implications of sociocultural, demographic and lifestyle diversity relevant to school and/or clinical settings	Supervision. Case Presentations Summative Paper
vii. become familiar with the referral process, treatment, coordination and consultation in the school and/or clinical settings	Supervision. Case Presentations Summative Paper

- Supervision. Students will:
 - spend between 8-15 hours per week (several clients per week) at the practicum site;
 - log 100 hours of professional activity at his or her selected field site;
 - log at least 40 direct hours including 10 group hours;
 - log at least 60 indirect hours (e.g. 30 hrs of supervision with on-site supervisor and campus supervisor, and 30 hrs. of activities that may include paperwork, staff meeting, training, consultation, etc.);
 - video tape a minimum of 12 sessions and complete counseling form for all 12 sessions;
 - meet one hour per week with the on-site supervisor for individual supervision;
 - meet with the assigned campus supervisor weekly for an hour outside of class;
 - demonstrate understanding of at least three different theoretical approaches to counseling;
- Transcribe two counseling sessions (the entire tape-minimum 20 min.) including analysis. (20 points each)
 - Include: 1) identification of the skill, technique or method used; 2) an ideal alternative response; and 3) self-reflection of thoughts or intentions at particular moments in the session.
 - At the end of the transcription, summarize the intent of the session and provide alternative treatment options.
- Case Presentations: Throughout the semester, each student is expected to present and discuss two cases with the group. (15 points each)
 - At a minimum, include the following: a) reason for referral, b) client description, c) presenting problem, d) developmental history, e) assessment of client, f) problem area[s], g) treatment[s] used during counseling, h) evaluation of client outcome, and i) have prepared questions for consultation.
 - Each student will provide a video and transcription (10 minutes in length) of the counseling session with the client. The student needs to provide copies of the case presentation for class members. Class members and instructor will provide feedback of the case presentation.
- Write a 4-5-page summative evaluation of the practicum experience.
- Evaluations will be completed by on-site supervisor and campus supervisor at mid-term and end of semester.
- Peer Evaluation: Complete one written evaluation of a peer's taped counseling session.

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

Grades will be based on the following criteria:

Transcript I	20
Transcript II	20
Summary Paper	10
Evaluation of Peer	5
Case Presentation I	15
Case Presentation II	15
<u>Supervision</u>	<u>50</u>

Total Points..... 135

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	Introduction to the course
2	Intake procedures
3	Assessment, Treatment Planning
4	Suicide Assessment and Self-Harm
5	Mandated Reporting Duty to Warn and Case Presentation
6	Consultation and Case Presentation
7	Case Presentation Transcript I
8	Consultation and Case Presentation
9	Consultation and Case Presentation Mid-term Evaluation Supervisor's Evaluations
10	Consultation and Case Presentation Peer Evaluations
11	Termination and Referral Case Presentation
12	Consultation and Case Presentation Transcript II

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| 13 | Consultation and Case Presentation
GA Tape to review |
| 14 | Play Therapy and Case Presentation
Summary Paper |
| 15 | Final Learning Assessment
Evaluations Due and Paperwork |
| 16 | Process and Reflect on Practicum Experience |

Lab: 15 weeks of 50 minutes meeting outside of class

During the time allocated for lab, students will meet with the instructor for clinical supervision. Students are expected to provide a recorded session of their counseling each week during their ongoing supervision with the instructor.

Week	Individual or triadic supervision with Instructor.
1	Individual or triadic Supervision
2	Individual or triadic Supervision
3	Individual or triadic Supervision
4	Individual or triadic Supervision
5	Individual or triadic Supervision
6	Individual or triadic Supervision
7	Individual or triadic Supervision
8	Individual or triadic Supervision
9	Individual or triadic Supervision
10	Individual or triadic Supervision
11	Individual or triadic Supervision
12	Individual or triadic Supervision
13	Individual or triadic Supervision
14	Individual or triadic Supervision
15	Individual or triadic Supervision

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). Pre-requisites and co-requisites ensure proper preparation for higher level counseling practice in the field.

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, Dr. Heidi Larson, Dr. Steven Conn and Dr. Nancy Farber.

2. Additional costs to students:

No additional costs to students.

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

Jongsma, A.E., Jr., & Peterson, M., Bruce, T. J. (2006). *The complete adult psychotherapy treatment planner (4th edition)*. New York: John Wiley & Sons, Inc.

Vernon, A. (2010). *Counseling Children & Adolescents (4th edition)*. Denver, CO: Love Publishing.

Corey, G. (2008). *Case approaches to counseling and psychotherapy (7th ed.)*. Belmont: Wadsworth/Thomas.

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).

 http://www.eiu.edu/~success/ 581-6696	 http://www.eiu.edu/~counsctr/ 581-3413	 http://www.eiu.edu/~careers/ 581-2412	 http://www.eiu.edu/~disabity/ 581-6583
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