

Eastern Illinois University

**REVISED COURSE PROPOSAL CSD 5960**  
**Family Counseling**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. Course prefix and number, such as ART 1000: CSD 5960
2. Title (may not exceed 30 characters, including spaces): Family Counseling
3. Long title, if any (may not exceed 100 characters, including spaces):  
Family Counseling
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3

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

6. Initial term of offering: Fall ☒ Spring ☐ Summer Year: 2013

**7. Course description:**

This course is designed to serve as an introduction to theories of family dynamics and to serve methods of couple and family counseling. Students will be exposed to a rationale for selecting family and other systems theories as appropriate models for family assessment and counseling.

**8. Registration restrictions:**

**a. Equivalent courses**

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. \_\_\_ Yes X No

**b. Prerequisite(s):**

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. CSD 5500, CSD 5510, CSD 5520, CSD 5530
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).  
X Yes \_\_\_ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: Minimum grade: B; No equivalent courses

**c. Who can waive the prerequisite(s)?**

\_\_\_ No one    X 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 once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
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:  
Undergraduates

**9. Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]: None

**10. Grading methods** (check all that apply): ☒ **Standard letter**    ☐ C/NC    ☐ Audit    ☐ ABC/NC  
("Standard letter" —i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

       The grade for this course will not count in a student's grade point average.

       The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

       The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in            (insert course prefix and number).

       Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in            (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

- ☒ lecture
 ☐ lab
 ☐ lecture/lab combined
 ☐ independent study/research  
☐ internship
 ☐ performance
 ☐ practicum or clinical
 ☐ study abroad  
☐ Internet
 ☐ hybrid
 ☐ other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- EIU graduates will write and speak effectively.
  - EIU graduates will think critically.
  - EIU graduates will function as responsible citizens.

Students will:

- a. examine family dynamics, including one's own family origin
- b. discuss systems theories and other major models of family interventions
- c. apply knowledge of interviewing and intervention procedures in the context of family counseling
- d. discuss legal and ethical issues related to family counseling
- e. examine procedures for determining goals, solving problems, and communicating information in family counseling situations
- f. identify the characteristics and needs of diverse families, such as social class, race, lifestyles, and ethnicity
- g. examine systems perspective that provides an understanding of family and other system theories and major models of family and related interventions.

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

| Learning Goals   | Objectives |
|--|------------|
| • Depth of content knowledge                                 | a - g      |
| • Effective critical thinking and problem solving            |            |
| • Effective oral and written communication                   | a- b       |
| • Advanced scholarship through research or creative activity |            |

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

|   |  |
|---|--|
| a. Students will examine and discuss family dynamics, including one's own family origin.  | <b>Family of Origin Paper</b>                              |
| b. Students will examine and discuss systems theories and other major models of family interventions.   | <b>Mid-term Exam;<br/>Research Paper</b>                   |
| c. Students will apply knowledge of interviewing and intervention procedures in the context of family counseling.   | <b>Group Exercises</b>                                     |
| d. Students will examine and discuss legal and ethical issues related to family counseling.   | <b>Mid-term Exam;<br/>Learning Assessment</b>              |
| e. Students will examine and discuss procedures for determining goals, solving problems, and communicating information in family counseling situations.                               | <b>Learning Assessment</b>                                 |
| f. Students will examine and discuss the characteristics and needs of diverse families, such as social class, race, lifestyles, and ethnicity.  | <b>Learning Assessment</b>                                 |
| g. Students will examine and discuss the systems perspective that provides an understanding of family and other system theories and major models of family and related interventions. | <b>Group Exercises; Mid-term Exam; Learning Assessment</b> |

- **Family of Origin Paper:** Students will develop a project that provides an opportunity for self-reflection and understanding of family dynamics.
- **Midterm Exam:** Objective and essay questions will assess students on systems theories and legal/ethical issues.
- **Research Paper:** Students will study some aspect of family therapy to expand their knowledge in this area.
- **Learning Assessment:** Objective and essay questions will assess students on legal/ethical issues, family counseling, multicultural and interventions.
- **Group Exercises:** Students will apply knowledge of interviewing and intervention procedures in the context of family counseling.

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

Grades will be based on the following criteria:

|                        |            |
|------------------------|------------|
| Family of Origin Paper | 20%        |
| Midterm Exam           | 20%        |
| Research Paper         | 25%        |
| Learning Assessment    | 20%        |
| Group Exercises        | <u>15%</u> |
| Total                  | 100%       |

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following: N/A
  - a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
  - b. Describe how the integrity of student work will be assured:
  - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A
  - a. course objectives;
  - b. projects that require application and analysis of the course content; and
  - c. separate methods of evaluation for undergraduate and graduate students.
1. 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. (See Appendix \*.)  
N/A

### **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<br>Genogram<br>Sociodrama |
| 2    | Family as a System                                   |
| 3    | History of Family Therapy                            |
| 4    | Basics of Marriage and Couples                       |
| 5    | Infidelity   |
| 6    | Death of a Family Member                             |
| 7    | Divorce and Separation                               |
| 8    | Midterm Exam   |

|    |  |
|----|--|
| 9  | Narrative Therapy  |
| 10 | Birth Order and Solution Focus   |
| 11 | Structural Therapy   |
| 12 | Strategic Therapy  |
| 13 | Experiential Therapy   |
| 14 | Overview, Professional and ethical Standards                             |
| 15 | Learning Assessment  |
| 16 | Process and Reflect on the Learning Assessment and Family Therapy Course |

## **PART IV: PURPOSE AND NEED**

- 1. Explain the department's rationale for developing and proposing the course.**
  - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
  - b. If the course or some sections of the course may be technology delivered, explain why.**

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).
- 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 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. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at the graduate level**
  - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

Revised course only
- 4. Impact on Program(s):**
  - a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

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

**If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.**

## **PART V: IMPLEMENTATION**

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

**If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.**

Qualified Graduate Faculty in the Department of Counseling and Student Development.

- 2. Additional costs to students:**

**Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)**

No additional costs to students.

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

Bitter, J. R. (2009). *Theory and practice of family therapy and counseling*. Belmont, CA: Brooks/Cole.

Miller, L. D. (2002). *Integrating school and family counseling: Practical solutions*. Alexandria, VA: American Counseling Association.

Satir, V. (1988). *The new peoplemaking*. Mountain view, CA: Science and Behavior Books, Inc.

## **PART VI: COMMUNITY COLLEGE TRANSFER**

**If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded**

## PART VII: APPROVALS

**Date approved by the department or school: 1/18/2012**

**Date approved by the college curriculum committee: 4/2/2012**

**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).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disabty/>

**581-6583**