

Eastern Illinois University  
Revised Course Proposal

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5520
3. Short title: Theories of Counseling
4. Long title: Theories of Counseling and Helping Relationships
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☒ Fall ☐ Spring ☒ Summer ☐ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2018
  
8. **Catalog course description:** This course provides a survey of major theories of counseling. Areas covered include history of each theory, theory of personality development, theory of counseling application, research, and use with diverse groups.
  
9. **Course attributes:**  
General education component: None.  
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive  
☐ Writing active
  
10. **Instructional delivery**  
**Type of Course:**  
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research  
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:  
\_\_\_\_\_  
**Mode(s) of Delivery:**  
☐ Face to Face ☐ Online ☐ Study Abroad  
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40
  
11. Course(s) to be deleted from the catalog once this course is approved. None.
  
12. Equivalent course(s): None.
  - a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
  
13. Prerequisite(s): None.
  - a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
  - b. Minimum grade required for the prerequisite course(s)? ☐
  - c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No
  - d. Who may waive prerequisite(s)?  
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)
  
14. Co-requisite(s): None.
  
15. Enrollment restrictions
  - a. Degrees, colleges, majors, levels, classes which **may** take the course: EIU Graduate Student
  - b. Degrees, colleges, majors, levels, classes which may **not** take the course: EIU Undergraduate Student

**16. Repeat status:** ☒ May not be repeated    ☐ May be repeated once with credit  
**17. Enter the limit, if any, on hours which may be applied to a major or minor:** \_\_\_\_\_  
**18. Grading methods:** ☒ Standard    ☐ CR/NC    ☐ Audit    ☐ ABC/NC

**19. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.  
☐ Grade for course will not count in hours toward graduation.  
☐ Grade for course will be removed from GPA if student already has credit for or is registered in: \_\_\_\_\_  
☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**20. Additional costs to students:** None.

Supplemental Materials or Software \_\_\_\_\_  
Course Fee ☐ No ☐ Yes, Explain if yes \_\_\_\_\_

**21. Community college transfer:**

☐ A community college course may be judged equivalent.  
☐ A community college may not be judged equivalent.  
Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

**Rationale, Justifications, and Assurances (Part I)**

1. ☒ Course is required for the major(s) of Counseling and Student Development  
☐ Course is required for the minor(s) of \_\_\_\_\_  
☐ Course is required for the certificate program(s) of \_\_\_\_\_  
☐ Course is used as an elective

2. **Rationale for proposal :** To meet the current CACREP accreditation standards.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a  
Prerequisites: n/a  
Co-requisites: n/a  
Enrollment restrictions: 5500 and above level graduate course  
Writing active, intensive, centered: n/a

4. **General education assurances (answer N/A if not applicable)**

General education component: n/a  
Curriculum: n/a  
Instruction: n/a  
Assessment: n/a

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for practicum and internship. There has been an increased interest from students to have the CSD department offer a hybrid format.  
Instruction: When the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted

readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi raining or equivalent. Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

### **Model Syllabus (Part II)**

Please include the following information:

#### **1. Course number and title**

a. CSD 5520, Theories of Counseling and Helping Relationships

#### **2. Catalog description**

This course provides a survey of major theories of counseling. Areas covered include history of each theory, theory of personality development, theory of counseling application, research, and use with diverse groups.

#### **3. Learning objectives.**

<b>Graduate Learning Goals</b>
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

<b>Course Objectives</b>	<b>Graduate Learning Goals</b>
a) Develop an understanding of the theories and models of counseling including School and Clinical Mental Health.	1, 2
b) Discuss a systems approach to conceptualizing clients.	1, 2, 3
c) Discuss theories, models, and strategies for understanding and practicing consultation.	1, 2, 3
d) Examine ethically and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships.	1, 2, 3
e) Examine the impact of technology on the counseling process.	1, 2
f) Examine developmentally relevant counseling treatment or intervention plans.	1, 2, 3
g) Develop measurable outcomes for clients.	1, 3
h) Examine evidence-based counseling strategies and techniques for prevention and intervention.	1
i) Discuss strategies to promote client understanding of and access to a variety of community-based resources.	1
j) Examine suicide prevention models and strategies	1, 2, 3
k) Examine crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid.	1, 2, 3

**4. Course materials.**

Day, S.X. (2010). *Theory and design in counseling and psychotherapy*, 2<sup>nd</sup> Ed. Boston MA: Houghton Mufflin Co.

**5. Weekly outline of content.**

Week	Theory/Activity	Length of Class	Reading
Week 1	Course Introduction; Common Factors	150 minutes	Chapters 1 & 2
Week 2	Case Conceptualization	150 minutes	Chap 2
Week 3	Theory and Culture	150 minutes	Chap 3
Week 4	Psychoanalytical/psychodynamic Approach	150 minutes	Chap 5
Week 5	Person-Centered	150 minutes	Chap 7
Week 6	Adlerian Therapy	150 minutes	Chap 6
Week 7	Behavior Therapy	150 minutes	Chapters 10
Week 8	Cognitive Therapies	150 minutes	Chap 11
Week 9	Cognitive Therapies	150 minutes	Chap 11
Week 10	Systems Therapy	150 minutes	Chapter 12
Week 11	Consultation Models; Technology & Counseling	150 minutes	Class notes
Week 12	Counseling & Development (e.g. Play Therapy); Class Presentation	150 minutes	Class notes
Week 13	Evidence-Based counseling and the use of measurable outcomes; Class Presentation	150 minutes	Class notes
Week 14	Community Based Resources; Suicide Prevention Models; Class Presentation	150 minutes	Class notes
Week 15	Psychological First Aid; Class Presentation	150 minutes	Class notes
Week 16	Finals		

## 6. Assignments and evaluation, including weights for final course grade.

Quizzes over reading -	200 points
Five Page Postings -	75 points
Theory Paper -	100 points
Class Consultation Presentation -	100 points
<u>Final –</u>	<u>100 points</u>
Total Points =	575 points

- Eight Quizzes over the Reading: Students will have quizzes over assigned readings. (25 points each)
- Three Postings: Students will be required to write on a theory assigned. (25 points each)
- Theory Paper: Students will write an 8 page paper on the application of the theory of their choice to the assigned case. (100 points)
- Consultation: Students are required to make a 15 minute team-based class consultation presentation on the application of counseling with a special population. (100 points)
- Final: A final exam will be given over Consultation models, Technology, Development, Community Resources, Suicide models and Psychological First Aid. (100 points)

## 7. Grading scale.

A = 90% - 100%  
B = 80% - 89%  
C = 70% - 79%  
D = 60% - 69%  
F = below 59%

## 8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Quizzes over reading	a, b.
Five Page Postings	c, e, g.
Theory Paper	a, f.
Class Consultation Presentation	c, d
Final	d, e, f., g, h, i, j, k

**Date approved by the department or school: 2/14/18**

**Date approved by the college curriculum committee: 2/26/18**

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

**Date approved by CAA: CGS:**