

**Eastern Illinois University  
Revised Course Proposal**

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5530
3. Short title: Bsc Counseling Skills
4. Long title: Basic Counseling Skills
5. Hours per week: 3 Class 1 Lab 4 Credit
6. Terms: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2018
  
8. **Catalog course description:** This course is designed to assist students in learning about the theory and practice of counseling. Students will be learning and applying counseling microskills and major counseling theories via reading, course assignments, class exercises, and videotaping. Lab will include Interpersonal Process Recall or IPR's (Triadic counseling practice).
  
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\_\_\_\_\_
  
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:** x 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:** x 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. x 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: n/a  
Instruction: n/a  
Integrity: n/a  
Interaction: n/a

**Model Syllabus (Part II)**

Please include the following information:

**1. Course number and title**

a. CSD 5530, Basic Counseling Skills

**2. Catalog description**

This course is designed to assist students in learning about the theory and practice of counseling. Students will be learning and applying counseling microskills and major counseling theories via reading, course assignments, class exercises, and videotaping yourself. Lab will include Interpersonal Process Recall or IPR's (Triadic counseling practice).

**3. Learning objectives.**

Graduate Learning Goals
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

Objectives	Graduate Learning Goals
a) Examine theories and models of counseling	1, 2
b) Discuss the counselor characteristics and behaviors that influence the counseling process	1, 2,3
c) Practice essential interviewing, counseling, and case conceptualizations skills.	1, 2,3
d) Practice processes for aiding students in developing a personal model of counseling.	1, 2,3

**4. Course materials.**

- Ivey, A., D'Andrea, M. J., & Ivey, M. B. (2012). *Theories of Counseling and Psychotherapy: A Multicultural Perspective (7<sup>th</sup> Ed.)*. Boston: Allyn & Bacon.
- Ivey, A., Ivey, M. B., & Zalaquett, C.P. (2018). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society (9<sup>th</sup> Ed.)*. Pacific Grove, CA: Brooks/Cole.
- Smith, R. (2008). Holistic health and wellness survey. Retrieved from <http://www.essentialnutritionforlife.com/downloads/holistic%20wellness%20survey.pdf>

**5. Weekly outline of content.**

Week 1	Introduction & Overview	150 minutes	CASES-Scale #1
Week 2	Micro Skills Attending Behavior Questioning Skills	150 minutes	Ivey Ch 4 I&I Ch 1-4
Week 3	Observation Skills Active Listening Skills Wellness Perspective	150 minutes	I&I Ch 5 – 6 Wellness Inventory Paper

Week 4	Eliciting & Reflecting Feelings & Meaning Empathy Meta Model Challenges NLP	150 minutes	I&I Ch 7 - 11 <u>IPR #1</u>
Week 5	Solution Focused Therapy	150 minutes	I & I Ch 13 – 15 Read Ch Solution Focused
Week 6	The 3 <sup>rd</sup> Force: Existential- Humanistic Therapy (Person-Centered)	150 minutes	Ivey Ch 9 <u>IPR #2</u>
Week 7	Existential-Humanistic Therapy Application (Logotherapy) & Gestalt Empty Chair	150 minutes	Ivey Ch 10
Week 8	The 1 <sup>st</sup> Force: Psychodynamic Therapy	150 minutes	Ivey Ch 10 <u>Experience as a Client Due</u>
Week 9	Open Lab	150 minutes	Ivey Ch 5 <u>IPR #3</u>
Week 10	The 2 <sup>nd</sup> Force: Behavioral Therapy Role Play	150 minutes	Ivey Ch 5 <u>Phi. of Counselor</u>
Week 11	The 2 <sup>nd</sup> Force: Cognitive Behavioral Therapy	150 minutes	Ivey Ch 7 <u>IPR #4</u>
Week 12	Rational Emotive Behavioral Therapy	150 minutes	<u>IPR #5</u>
Week 13	Wellness, Relaxation & Assertiveness Training	150 minutes	Handouts & Ivey Ch 3, 8, 11 & 12
Week 14	Integrated Therapy The 4 <sup>th</sup> Force: Multicultural Therapy	150 minutes	Extra Credit Due <u>IPR #6</u> Ivey Ch 11-15 Peer Evaluation of Lab **Read Ch Motiv. Interviewing I&I Ch 12
Week 15	Role Play Review for Final	150 minutes	Evaluation of Class Due CASES-Scale #2
Week 16	Final Learning Assessment		

Labs will be arranged by Instructor and will include Triadic Supervised Experience (IPRs).

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

Wellness Inventory Paper - 10 points  
Experience as a client - 10 points  
Philosophy of counseling - 10 points  
6 IPR's (10 points each) - 60 points  
Final Exam- 30 points  
Skill Mastery/Attendance - 20 point  
Total Points = 140 points

- a. Skill Mastery and Attendance: Students are expected to participate in class. Students will be providing and receiving feedback and be assigned points based on performance in the labs and with classmates. Students will also be assigned points based on his/her professionalism, utilization of skills, and application of the theories.
- b. Wellness Assessment: Students are expected to complete the Holistic Health and Wellness Survey by Smith, and submit a brief statement of their findings. Students should include what they learned about themselves and discuss strengths and areas of improvement. Students will develop a two year plan that will help improve their overall wellness throughout the course of this program, as well as assess reasons a wellness perspective is important as a counselor. Students should also include insight as to how they might use a wellness perspective with clients in the future.
- c. Experience as a Client: Students will attend 3 counseling sessions to discuss an interpersonal issue in their lives. Students may choose a mental health counselor or private therapist of their choice. Concluding the counseling experience, students will submit a 3-5 page experiential paper including: 1.) What occurred 2.) What they learned 3.) How they felt about it 4.) What counseling techniques or methods were employed 5.) What they learn about wellness and self-care 6.) How they can incorporate this new learning into their lifestyle
- d. Philosophy of Counseling: Students will write a 3 to 5 page paper answering the following questions:
  - 1.) What is your theory of counseling? 2.) What makes therapy effective and what hinders therapy from being effective? 3.) What influences (people, events, situations) in your life make it important for you to become a counselor?
- e. Six Interpersonal Process Recall –6 IPR's: Using the Buzzard lab rooms, students will record six sessions of a session for at least 30 minutes (maximum 50 minutes) using their classmates in their group as "clients." Three people must be present at each IPR event: the counselor, the client, and an observer. Each IPR will demonstrate the student's knowledge of a different set of skills based upon what we are learning in class and reading about in the textbook.
- f. Final Learning Assessment: The learning assessment will consist of multiple choice and essay questions asking students to apply the knowledge covered in the course.
- g. Extra Credit: Students will write a 3-5 page reflection paper on how they have grown clinically during the semester by comparing and contrasting their performances from IPR #1 to IPR #6.

## **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.**

<b>Assignments and Evaluation</b>	<b>Learning Objectives</b>
Skill Mastery and Attendance	Course objectives a.,b.,c.,d.
Final Exam	Course objectives a.,b.,c.,d.
Wellness Assessment	Course objectives a.,b.,c.,d.
Experience as a client	Course objectives a.,b.,c.,d.
Philosophy of counseling	Course objectives a.,b.,c.,d.
Six Interpersonal Process Recall	Course objectives a., b., c., d.

**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:**