

Eastern Illinois University  
Revised Course Proposal

**Banner/Catalog Information (Coversheet)**

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5930
3. Short title: Foundations
4. Long title: Foundations of Clinical Counseling
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2019
8. **Catalog course description:** This course will acquaint students with current issues in the field of clinical counseling. It will include the setting, functions, training, & ethical standards required for successful participation in the mental health field. Specific problems clients encounter, client assessment, intake procedures, treatment planning, case summaries, case notes, and therapeutic techniques will be discussed.
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):** CSD 5500, 5510, 5520, 5530.
  - a. Can prerequisite be taken concurrently? ☐ Yes ☒ No
  - b. Minimum grade required for the prerequisite course(s)? B for CSD 5530
  - c. Use Banner coding to enforce prerequisite course(s)? ☒ Yes ☐ No
  - d. Who may waive prerequisite(s)?
    - a. ☐ 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: Open only to students who have been admitted to the Department of Counseling and Student Development

b. Degrees, colleges, majors, levels, classes which may not take the course: Student who have not been admitted to the CSD Program

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: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment 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.

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 training 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 5930, Foundations of Clinical Counseling

**2. Catalog description**

This course will acquaint students with current issues in the field of clinical counseling. It will include the setting, functions, training, & ethical standards required for successful participation in the mental health field. Specific problems clients encounter, client assessment, intake procedures, treatment planning, case summaries, case notes, and therapeutic techniques will be discussed.

**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) Demonstrate competency in regards to the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	1, 2, 3
b) Understand the roles and settings of clinical mental health counselors	1, 2
c) Understand the mental health service delivery modalities within the continuum of care, such as inpatient, outpatient, partial treatment and aftercare, and the mental health counseling services networks	1, 2
d) Learn and demonstrate competency with regard to classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation.	1, 2, 3
e) Consider the consequences of being a professional helper, both personally and professionally and learn appropriate self-care and wellness strategies.	1, 2
f) Have an understanding of legislation and government policy relevant to clinical mental health counseling.	1, 2, 3
g) Demonstrate an understanding of professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	1, 2
h) Synthesize knowledge of legal and ethical considerations specific to clinical mental health counseling.	1, 2, 3
i) Understand record keeping, third party reimbursement, and other practice and management issues in clinical mental health counseling	1, 2, 3

#### **4. Course materials.**

Berman, P. S. (1997). *Case conceptualization and treatment planning: Exercises for integrating theory with clinical practice*. Thousand Oaks, CA: Sage publications.

Marini, I., & Stebnicki, M. A. (2009). *The professional counselor's desk reference*. New York, NY: Springer Publishing.

## 5. Weekly outline of content.

<b>Week</b>	<b>Topic</b>	<b>Length of Class</b>	<b>Reading/Assignment</b>
1	Introduction Introduction to Intakes	150 minutes	None
2	Martin Luther King's Birthday Holiday		NO CLASS
3	Intake Assessments Personal Disclosure Statements Case Conceptualization	150 minutes	M & S 11, 12, 13, 38 *Bring a blank intake Popular media assignment due
4	Assessment in Counseling  Working with Medicaid	150 minutes	M & S 47 & 50  Guest Speaker
5	Treatment Planning  Case/Progress Notes & Record Keeping Standards  Management and Accountability of MH Systems	150 minutes	M&S 14-17 & 49 *Bring a blank case note
6	Suicide and Crisis Violence risk assessment	150 minutes	Readings
7	Counselor Stamina, Wellness, and Self-Care	150 minutes	M & S 74-76 Osborn Reading Intake Assessment due In-class self-care exercise
8	Group Presentations Prevention work Effectiveness of Counseling Empirically Validated Treatments	150 minutes	Readings Prevention reading In-class prevention activity
9	Roles and Settings of clinical mental health counselors Funding for MH and Introduction to writing grants The Myth of Mental Illness? Counseling's Inescapable Moral Visions Group Presentations	150 minutes	Szasz Reading Christopher Reading Case Note & Treatment Plan due
10	MH service delivery within the continuum of care Counseling in Private Practice and	150 minutes	M & S 5, 8, 9, 10 In class grant proposal writing activity

	Clinical Mental Health Settings Levels of Care Funding for MH Group Presentations		
11	Professional organizations, preparation standards & credentials Public Mental Health Policy Mandated Reporting Review HIPAA Expert Witness & Testifying Group Presentations	150 minutes	M & S 7 & 81 HIPAA Reading online Review DCFS Reading
12	Public Mental Health Policies at the State Levels Rule 132 Legal and ethical issues <a href="http://www.dhs.state.il.us/page.aspx?item=56754">http://www.dhs.state.il.us/page.aspx?item=56754</a>  Illinois Mental Health & DD Confidentiality Act <a href="http://illinoispsychology.org/66">http://illinoispsychology.org/66</a>  Illinois Mental Health & DD Code <a href="http://www.dhs.state.il.us/onenetlibrary/27897/documents/manuals/imhddc02.pdf">http://www.dhs.state.il.us/onenetlibrary/27897/documents/manuals/imhddc02.pdf</a>	150 minutes	Reading online *These are VERY LONG readings*
13	Special Populations	150 minutes	Readings Technology assignment
14	Psychopharmacology	150 minutes	M & S 80 Readings
15	Learning Assessment	150 minutes	Take home final learning assessment due
16	Learning Assessment Process		

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

Participation - 35 points

Popular media assignment- 10 points

Technology in counseling- 20 points

Intake assessment- 60 points

Progress note- 10 points

Treatment plan- 35 points

Special Topic Presentation- 55 points

Special Topic Handout- 50 points

Final Exam- 75 points

Total Points = 350 points

- a. Participation - Students are required to participate in class discussions and small group work designed to create a cooperative learning environment. If students have an excused absence from the instructor, he/she may submit a 5-page paper covering the lecture topics for the class he/she missed, along with completion of any in-class exercises.
- b. Popular media assignment – Students will write a brief paper (1-2 pgs. or less) that describes a popular movie, song, or other form of media that communicates to the general public a message related to the counseling field. Students will 1.) name the song, movie, or other type of media, 2.) provide a description of the message it sends the public about counseling or mental health/illness, 3.) write their personal reaction to that message as a professional counselor and 4.) briefly discuss how they might work to correct any misperceptions about the issue as a professional counselor.
- c. Technology in counseling – Review use of some form of technology in counseling. Write a brief summary (2-3 pages) of this form of technology, as well as 1.) advantages, and 2.) disadvantages of its utilization with clients. 3.) Include any relevant legal or ethical issues. 4.) Be certain to specify populations who may benefit or be harmed by the use of such technology. 5.) Finally, include personal reflections on the use of this particular form of technology in working with clients. Include 1-2 references. Internet references may be used for this assignment (e.g. websites, blogs).
- d. Intake assessment – Students will provide a written intake assessment. A format and example will be given in class.
- e. Progress note – Students will provide a sample progress note. They will include the intervention utilized, how the client responded, and their plans for the next session.
- f. Treatment plan- Students will provide a treatment plan with at least 2 broad goals and three objectives.
- g. Special Topic Presentation- Students must choose a specialty area or issue in mental health and, along with a group of classmates (2-4 people in a group), develop a PowerPoint presentation. Students should include 3 references, and describe specific aspects of the population they choose.
- h. Special Topics Handout- Students must include a handout with their special topic presentation for their classmates that summarizes all the information.
- i. Final Exam- Students will take an exam to assess their current levels of knowledge on all information covered in the course.

## **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>Course Objectives</b>
Popular media assignment	b
Technology in counseling	b,c,h
Intake assessment	a, i
Progress note	a, i
Treatment plan	a, i
Special Topic Presentation	b, c
Special Topic Handout	b, c
Final Exam	d, e, f, g, h

**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:**