

Eastern Illinois University
REVISED COURSE PROPOSAL
CSD 5520
Theories of Counseling

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5520

2. Theories of Counseling

3. Theories of Counseling

4. 3-0-3

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 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.

8. Registration restrictions:

a. Identify any equivalent courses None.

b. Prerequisite(s): None

c. Who can waive the prerequisite(s)?

No one Chair Instructor Advisor Other (Please specify)

d. Co-requisites: none

e. Repeat status: Course may not be repeated.

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

9. Special course attributes: None

10. Grading methods (check all that apply): Standard letter C/NC Audit ABC/NC

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:

Through readings, lecture, assignments and active class participation, students will

- a. examine, discuss and describe the historical development of counseling theories.
- b. examine, discuss and describe survey theories of counseling including the theoretical process of each theory.
- c. apply knowledge of the development of personality relevant to each theory.
- d. apply knowledge of legal and ethical issues related to each theory.
- e. analyze the application of each theory to a diverse population: social class, race, gender, lifestyles, education, and ethnicity.
- f. apply theoretical material to case studies.

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

- Candidates will display evidence of content knowledge that meets or exceed the criteria set forth by the Council of Accreditation of Counseling and Related Educational programs (CACREP).

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

a. Students will examine, discuss and describe the historical development of counseling theories.	Learning Assessments
b. Students will examine, discuss and describe theories of counseling including the theoretical process of each theory.	Learning Assessments; Staffing (Case Presentation)
c. Students will apply knowledge of the development of personality relevant to each theory.	Learning Assessments; Staffing (Case Presentation)
d. Students will apply knowledge of legal and ethical issues related to each theory.	Staffing (Case Presentation)
e. Students will analyze the application of each theory to a diverse population: social class, race, gender, lifestyles, education, and ethnicity.	Learning Assessments; Staffing (Case Presentation)
f. Students will apply theoretical material to case studies.	Staffing (Case Presentation)

- **Learning Assessments (8 quizzes at 15 points each):** Learning assessments will be given covering each of the theories presented in this course. The learning assessment will be made up of individual tests covering each respective theory. The learning assessment will consist of True-False and Multiple Choice items.
- **Staffing (15 points):** For the purpose of the mock staffing, students will be assigned to a group of 5 or 6 students each. Each group will be presented with a client's case and the group will discuss the client's needs both with respect to assessment and treatment planning. The goal of the group is to come up with questions to ask the client, interpretations gleaned from the assessment information, and possible treatment goals and interventions.

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

Grades will be based on the following criteria:

Quizzes	120 points
<u>Staffing</u>	<u>15 points</u>
Total	135 Points

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 Counseling Theories; Historical Development of Counseling Theories
2	Psychoanalysis/Psychodynamic Theories
3	Adlerian Therapy
4	Person-Centered Therapy
5	Existential Therapy
6	Learning Assessment (Midterm)

7	Cognitive Therapy
8	Rational Emotive Behavioral Therapy
9	Counseling Diverse Populations
10	Feminist Therapy
11	Gestalt Therapy
12	Staffings (Case Presentations)
13	Staffings (Case Presentations)
14	Staffings (Case Presentations)
15	Theory Integration; Developing a Personal Model
16	Learning Assessment (Final)

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).

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).

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. Steven Conn

2. Additional costs to students:

No additional costs to students.

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

Day, S.X. (2004). *Theory and design in counseling and psychotherapy*. Boston MA: Houghton Mufflin Co.

PART VI: COMMUNITY COLLEGE TRANSFER

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/18/12

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:

**Student
Success
Center**
<http://www.eiu.edu/~success/>
581-6696


free, confidential services
**counseling
center**
EASTERN ILLINOIS UNIVERSITY
<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