

Eastern Illinois University
REVISED COURSE PROPOSAL
CSD 5530
Pre-Practicum

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. CSD 5530

2. Pre-Practicum

3. Pre-Practicum

4. 3-1-4

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

6. Initial term of offering: Fall Spring Summer Year: 2012

7. Course description:

A course in the application of theories with emphasis upon developing knowledge and skills expected of the professional counselor. Lab includes Interpersonal Process Recall (Triadic counseling practice).

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:** 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 and demonstrate an orientation to wellness and prevention as desired counseling goals.
- b. examine and demonstrate counselor characteristics and behaviors that influence the helping processes.
- c. examine and demonstrate essential interviewing and counseling skills.
- d. examine and demonstrate counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling.
- e. examine and discuss consultation and its application.
- f. demonstrate an understanding of developmental needs, diversity issues, and characteristics of client concerns.

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 skills in the areas of written, verbal, interpersonal and technological communication.
- Candidates will display evidence of critical thinking and problem solving skills by demonstrating the application of theory to practice.

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

| | |
|---|---|
| a. Students will examine and demonstrate an orientation to wellness and prevention as desired counseling goals | Philosophy of Counseling; Experience as a Client; Interpersonal Process Recall; Lab Time – Skill Mastery |
| b. Students will gain an understanding of counselor characteristics and behaviors that influence the helping process. | Philosophy of Counseling; Experience as a Client; Interpersonal Process Recall; Lab Time – Skill Mastery |
| c. Students will examine and demonstrate essential interviewing and counseling skills | Experience as a Client; Interpersonal Process Recall; Lab Time – Skill Mastery |
| d. Students will examine and demonstrate counseling theories that provide the student with models to conceptualize client | Interpersonal Process Recall; Learning Assessment; Lab Time – Skill Mastery |

| | |
|--|---|
| presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling. | |
| e. Students will discuss consultation and its application | Interpersonal Process Recall; Lab Time – Skill Mastery |
| f. Students will demonstrate an understanding of developmental needs, diversity issues, and characteristics of client concerns | Experience as a Client; Interpersonal Process Recall; Lab Time – Skill Mastery |

- **Skill Mastery and Attendance:** (100 points) Attendance in class meetings is crucial for student development as a counselor as well as for the grading process. Students will be assigned points based on how they perform in the labs and with classmates during class time.
- **Learning Assessment:** (30 points) There will be a final assessment over theory.
- **Experience as a client:** (10 points) Students will attend three counseling sessions to discuss an interpersonal issue in their life (not a career issue). After concluding their counseling experience, students will submit a 3-5 page experiential paper.
- **Philosophy of Counseling:** (10 points) Students will write a 3 to 5 page paper describing their theory of counseling?
- **Five Interpersonal Process Recall (5 IPR's):** (10 points each) Students will record five sessions of at least **30 minutes** (aim for 50 minutes) using classmates as “clients.” Three people must be present at each IPR event: the counselor (student), the client, and an observer (classmate or GA).

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

Grades will be based on the following criteria:

| | |
|--------------------------|------------|
| IPR I | 10 |
| Philosophy of Counseling | 10 |
| IPR II | 10 |
| IPR III | 10 |
| Experience as a Client | 10 |
| IPR IV | 10 |
| IPR V | 10 |
| Learning Assessment | 30 |
| <u>Mastery of skills</u> | <u>100</u> |
| Total Points | 200 |

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 | The Counseling Process: Ethics and Confidentiality |
| 2 | Introduction of Humanistic Counseling/ Active Listening and Empathy |
| 3 | Basic Relationship Skills, Assessment/ Decisional Counseling |
| 4 | Neuro-Linguistic Programming |
| 5 | Meta-Model Challenges and Specifiers |
| 6 | Behavioral Therapy |
| 7 | Counseling Children |
| 8 | Cognitive Therapy/ Assertiveness |
| 9 | Cognitive Therapy R.E.B.T. |
| 10 | Relaxation Training and Intakes |
| 11 | Existential-Humanistic Therapy- Victor Frankel |
| 12 | Existential-Humanistic Therapy- Pearls |
| 13 | Psychodynamic Therapy |
| 14 | Interpretation of Theoretical Models |
| 15 | In class Learning Assessment |
| 16 | Finals |

Lab: 15 weeks of 50 minutes meeting outside of class
 During the time allocated for lab, students will meet in triads to practice essential interviewing and counseling skills. One student will be the counselor, one the client and one the observer. Each student will be expected to produce 5 recorded IPR sessions demonstrating counseling skills.

| Week | Lab Activity |
|-------------|--|
| 1 | Interpersonal Process Recall (Triadic counseling practice) |

| | |
|----|-----|
| 2 | IPR |
| 3 | IPR |
| 4 | IPR |
| 5 | IPR |
| 6 | IPR |
| 7 | IPR |
| 8 | IPR |
| 9 | IPR |
| 10 | IPR |
| 11 | IPR |
| 12 | IPR |
| 13 | IPR |
| 14 | IPR |
| 15 | IPR |

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. Angela Yoder, Dr. Gloria Leitschuh, Dr. Heidi Larson

2. Additional costs to students:

No additional costs to students.

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

Ivey, A. E., D' Andrea, M., Ivey, M.B. & Simek-Morgan, L. (2007). *Theories of Counseling and Psychotherapy: A Multicultural Perspective* (6th ed.). Boston: Allyn & Bacon

Ivey, A.E. & Ivey, M.B. (2007). *Intentional Interviewing and Counseling Facilitating Client Development in a Multicultural Society* (6th ed.) Pacific Grove, CA: Brooks/Cole-Thompson Learning.

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