

Eastern Illinois University  
**REVISED COURSE PROPOSAL**  
**CSD 5960**  
**Family Counseling**

Please check one:  New course     Revised course

**PART I: CATALOG DESCRIPTION**

1. CSD 5960

2. Family Counseling

3. Family 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: 2013

7. Course description:

This course is designed to serve as an introduction to theories of family dynamics and methods of couple and family counseling. Students will be exposed to a rational for selecting family and other systems theories as appropriate models for family assessment and counseling.

8. Registration restrictions:

a. Identify any equivalent courses None.

b. Prerequisite(s): CSD 5500, CSD 5510, CSD 5520, and CSD 5530

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:**

Students will:

- a. examine and discuss family dynamics, including one’s own family origin.
- b. examine and discuss systems theories and other major models of family interventions.
- c. apply knowledge of interviewing and intervention procedures in the context of family counseling.
- d. examine and discuss legal and ethical issues related to family counseling.
- e. examine and discuss procedures for determining goals, solving problems, and communicating information in family counseling situations.
- f. examine and discuss the characteristics and needs of diverse families, such as social class, race, lifestyles, and ethnicity.
- g. examine and discuss systems perspective that provides an understanding of family and other system theories and major models of family and related interventions.

**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 and discuss family dynamics, including one’s own family origin.	<b>Family of Origin Paper</b>
b. Students will examine and discuss systems theories and other major models of family interventions.	<b>Mid-term Exam</b>
c. Students will apply knowledge of interviewing and intervention procedures in the context of family counseling.	<b>Group Exercises</b>
d. Students will examine and discuss legal and ethical issues related to family counseling.	<b>Mid-term Exam; Final Exam</b>
e. Students will examine and discuss procedures for determining goals, solving problems, and communicating information in family counseling situations.	<b>Final Exam</b>
f. Students will examine and discuss the characteristics and needs of	<b>Final Exam</b>

diverse families, such as social class, race, lifestyles, and ethnicity.	
g. Students will examine and discuss the systems perspective that provides an understanding of family and other system theories and major models of family and related interventions.	<b>Group Exercises; Mid-term Exam; Final Exam</b>

- **Family of Origin Paper (20%):** Students will develop a project that provides an opportunity for self-reflection and understanding of family dynamics.
- **Midterm Exam (20%)** Objective and essay questions will ask students to display a range of knowledge and understanding related to objectives a, b, and c.
- **Research paper (25%):** Students will study some aspect of family therapy to expand their knowledge in this area.
- **Final exam (20%):** Objective and essay questions will ask students to display a range of knowledge and understanding related to Objectives d, e, and f)
- **Group Exercises (15%):** Students will apply knowledge of interviewing and intervention procedures in the context of family counseling.

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

Grades will be based on the following criteria:

Family of Origin Paper	100 points
Midterm Exam	100 points
Research paper	125 points
Final exam	100 points
<u>Group Exercises</u>	<u>75 points</u>
Total Points	500 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.**

<b>Week</b>	<b>Lecture Topic</b>
1	Introduction to the course Genogram Sociodrama
2	Family as a System
3	History of Family Therapy
4	Basics of Marriage and Couples
5	Infidelity
6	Death of a Family Member
7	Divorce and Separation
8	Midterm Exam
9	Narrative Therapy
10	Birth Order and Solution Focus
11	Structural Therapy
12	Strategic Therapy
13	Experiential Therapy
14	Overview, Professional and ethical Standards
15	Final Exam
16	Process and Reflect Final Exam and Family Therapy Course

**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). Pre-requisites ensure proper preparation for higher level counseling practice in the field.

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 the 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. Heidi Larson.

2. **Additional costs to students:**

No additional costs to students.

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

Bitter, J.R. (2009) *Theory and Practice of family therapy and counseling*. Belmont, CA: Brooks/Cole.

Miller, L.D. (2002). *Integrating school and family counseling: Practical solutions*. Alexandria, VA: American Counseling Association.

Satir, V. (1988). *The new peoplemaking*. Mountain view, CA: Science and Behavior Books, Inc.

**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**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

<http://www.eiu.edu/~disablt/>

**581-6583**