

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5715
Individual & Group Intervention

Please check one: New course Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 5715
2. Title (may not exceed 30 characters, including spaces): Indiv & Group Intervention
3. Long title, if any: Individual & Group Intervention
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 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 provide graduate students in college student affairs with the knowledge and experiences that relate to providing counseling, advising support, direction, feedback, referral, and guidance to individuals and groups. Students will have the opportunity to study the various theorists and to apply their theories to facilitate positive change through reading, self-reflection, classroom exercises, role-plays, group processes and observation. In addition, students will learn and practice skills involved in helping relationships.

8. Registration restrictions:

a. Equivalent courses

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes X No

b. Prerequisite(s):

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. None.
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).
 ___ Yes X No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

___ No one ___ Chair ___ Instructor ___ Advisor ___ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): None

e. Repeat status: X Course may not be repeated.

___ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
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:
Undergraduates

9. Special course attributes: None

10. Grading methods (check all that apply): **Standard letter** C/NC Audit ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

The grade for this course will not count in a student's grade point average.

The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

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:

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- **EIU graduates will write and speak effectively.**
 - **EIU graduates will think critically.**
 - **EIU graduates will function as responsible citizens.**

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

- a. identify major theoretical approaches that form the foundation of individual and group interventions.
- b. explore self-awareness and insight regarding how one’s past, values, ideas, morals, gender, culture, self-esteem, etc. affect how one sees and interacts with others.
- c. identify and demonstrate the skills of individual interventions including active listening, establishing rapport, facilitating reflection of meaning, and appropriate nonverbal communication.
- d. analyze and apply an awareness of sociocultural and lifestyle diversity in the helping process.
- e. demonstrate the basics involved in planning and implementing brief interventions and synthesize learning in order to effectively apply knowledge to a variety of situations that arise for student affairs professionals.
- f. identify when and with whom to utilize general referral resources and to recognize and utilize crisis management & intervention responses.
- g. analyze, synthesize, and apply group facilitation skills.
- h. analyze the consequences of being a professional helper, both personally and professionally, and develop strategies to maintain effectiveness.

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

Learning Goals	Objectives
• Depth of content knowledge	a
• Effective critical thinking and problem solving	c – h
• Effective oral and written communication	b, c
• Advanced scholarship through research or creative activity	

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

a. identify major theoretical approaches that form the foundation of individual and group interventions.	Self Portrait; Final Learning Assessment
b. explore self-awareness and insight regarding how one’s past, values, ideas, morals, gender, culture, self-esteem, etc. affect how one sees and interacts with others.	Self Portrait
c. identify and demonstrate the skills of individual interventions including active listening, establishing rapport, facilitating reflection of meaning, and appropriate nonverbal communication.	Transcription
d. analyze and apply an awareness of sociocultural and lifestyle diversity in the helping process.	Transcription; Special Topic; Final Learning Assessment
e. demonstrate the basics involved in planning and implementing brief interventions and synthesize learning in order to effectively apply knowledge to a variety of situations that arise for student affairs professionals.	Transcription; Special Topic; Final Learning Assessment

f. Identify when and with whom to utilize general referral resources and to recognize and utilize crisis management & intervention responses.	Special Topic; Final Learning Assessment
g. To analyze, synthesize, and apply group facilitation skills.	Transcription; Special Topic; Final Learning Assessment
h. To analyze the consequences of being a professional helper, both personally and professionally, and develop strategies to maintain effectiveness.	Self-Portrait; Final Learning Assessment

Class attendance and participation (10%)

Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering one’s position with regard to those ideas and concepts. Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process. Participation points include in-class assignments and activities designed to enhance learning and facilitate a deeper understanding of course material.

Self-Portrait (25%)

In order to enhance the meaningfulness of the concepts in this course and to further self-knowledge, students will prepare a personal self-portrait paper. The paper should be 5-7 pages long, typewritten, and double-spaced (w/ APA style font & margins). The paper should include major personal characteristics, the impact of personal experiences and 5 year personal goals. Papers should include information derived from in-class assessment instruments. Grading will be based on the student’s ability to understand, synthesize, integrate, and apply the material learned in class.

Special Topic Group Presentation and Handout (20%)

Assigned students groups (4-5) will choose a mental health related topic or issue that affects a student’s ability to function effectively on campus and summarize the topic. Students will also make a 15 minute presentation on how the issue or topic specifically affects a student’s ability to learn, interact with others, and based on peer-reviewed research, suggestions for student affairs professionals regarding how to help. This presentation must also include a handout summarizing the presentation material.

Transcription (15%)

Students will transcribe and analyze a 20-minute segment from a videotaped session. Under each of transcribed interactions, include the following labels: 1.) SKILLS: Identification of the skill, technique, or method used. 2.) INTENT: What your intent was. 3.) COMMENT: How the individual responded to the use of technique, skill, or method. 4.) OTHER: Other effective skills, techniques, or methods that could have been used.

Final Learning Assessment (30%)

There will be a comprehensive final learning assessment. It will cover all topics covered in class.

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

Grades will be based on the following criteria:

Class Attendance and Participation	10%
Self Portrait	25%

Special Topic/Group Presentation	20%
Transcription	15%
Final Learning Assessment	<u>30%</u>
Total	100%

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
N/A
- a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:**
 - b. Describe how the integrity of student work will be assured:**
 - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**
- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A**
- a. course objectives;**
 - b. projects that require application and analysis of the course content; and**
 - c. separate methods of evaluation for undergraduate and graduate students.**
- 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. N/A**

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; Theory Overview
2	Intentional Interviewing
3	Questioning & Observation Skills
4	Reflecting Content, Paraphrasing & Summarizing
5	Communicating Feeling
6	Process and Stages of Change
7	Communication Traps
8	Handling Conflict & Influencing Skills; Group Work
9	Leading Groups
10	Multiculturalism
11	Ethnocentrism
12	Managing Students with Mental Illness
13	General Referral Resources and Crisis Management
14	Presentations
15	Presentations

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 College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

- a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A**
- b. **If the course or some sections of the course may be technology delivered, explain why. N/A**

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 College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level**
- b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. Impact on Program(s):

- a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
- b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This is a required course for the M.S. in College Student Affairs.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Qualified Graduate Faculty in the Department of Counseling and Student Development.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

No additional costs to students.

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

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2008). *Essential Interviewing*, 7th Ed. United States: Brooks/Cole.

Ivey, A. E., & Ivey, M. B., Zalaquett, C. P. (2010). *Intentional Interviewing and Counseling*, 7th Ed. United States: Brooks/Cole.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/23/13

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS:

*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum

writing requirement is 20 pages (5,000 words).

**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