

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. **Course prefix and number:** CSD 5715
3. **Short title:** Ind and Group Intervention.
4. **Long title:** Individual and Group Intervention.
5. **Hours per week:** 3 Class ☐ Lab 3 Credit
6. **Terms:** ☒ Fall ☐ Spring ☐ Summer ☐ On demand
7. **Initial term:** ☒ Fall ☐ Spring ☐ Summer Year: 2019

8. **Catalog 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.

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):** None.
 a. **Can prerequisite be taken concurrently?** ☐ Yes ☐ No
 b. **Minimum grade required for the prerequisite course(s)?** _____
 c. **Use Banner coding to enforce prerequisite course(s)?** ☐ Yes ☐ No
 d. **Who may waive prerequisite(s)?**
☐ 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: EIU Graduate Student
- b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

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: None

- 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:

Supplemental Materials or Software _____

Course Fee x No Yes, Explain if yes _____

21. Community college transfer:

- A community college course may be judged equivalent.
- x 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 College Students Affairs
- 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 professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).
3. **Justifications for (answer N/A if not applicable)**
- Similarity to other courses: n/a
- Prerequisites: n/a
- Co-requisites: n/a
- Enrollment restrictions: 5500 and above level graduate course
- 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. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or 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 5715 Individual and Group Intervention

2. Catalog 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.

3. Learning objectives.

Graduate Learning Goals
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

Course Objectives	Graduate Learning Goals
a) Exhibit culturally inclusive active listening skills (e.g. appropriately establishing interpersonal contact, paraphrasing, perception checking, summarizing, questioning, encouraging, avoiding interrupting, clarifying, etc.).	1,2,3
b) Establish rapport with students, groups, colleagues, and others in a way that acknowledges differences in lived experiences.	1,2,3
c) Recognize the strengths and limitations of one's own worldview on communication with others.	1,2,3
d) Conscientiously use appropriate nonverbal communication.	1,2,3
e) Appropriately challenge and support students and colleagues.	1,2,3
f) Explain the application of introductory motivational techniques with students, staff, and others (e.g. utilize motivational interviewing).	1,2,3
g) Describe the basic premises that underlie conflict in and the constructs utilized for facilitating effective conflict resolution.	1,2,3
h) Communicate with others using effective verbal and non-verbal strategies appropriate to the situation in ways that the person(s) with whom one is engaged prefers.	1,2,3
i) Articulate key elements of one's set of personal beliefs and commitments (e.g. values, morals, goals desires, self-definitions), as well as the source of each (e.g. self, peers, family, or one or more larger communities).	1,2,3
j) Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity and how they affect one's integrity and work with others.	1,2,3
k) Understand how one is affected by and participates in maintaining systems of oppression, privilege, and power.	1,2,3
l) Engage in critical reflection in order to identify one's own prejudices and biases.	1,2,3
m) To understand and demonstrate the skills of individual interventions.	1,2,3
n) To analyze and apply an awareness of sociocultural and lifestyle diversity in the helping process.	1,2,3
o) To 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.	1,2,3
p) To analyze and explore the basics of group facilitation skills.	1,2,3
q) To analyze the consequences of being a professional helper, both personally and professionally, and develop strategies to maintain effectiveness and prevent burnout.	1,2,3

4. Course materials.

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. (2017). Intentional Interviewing and Counseling, 8th Ed. United States: Brooks/Cole.

5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Introduction/Use of counseling skills in College Student Affairs	150 Minutes	I & I (1,2)
2	Intentional Interviewing, Attending Behavior, Questioning Skills	150 Minutes	I & I (3,4)
3	Intentional Interviewing cont...	150 Minutes	I & I (5)
4	Questioning & Observation Skills cont't/ Practice in labs	150 Minutes	Evans et al. (2 & 3)
5	Reflecting Content & Feeling, Paraphrasing & Summarizing	150 Minutes	I & I (6, 7, 8, 11)
6	Communicating Feeling, Practice skills in labs	150 Minutes	Evans et. al. (4 & 5)
7	Processes & Stages of Change	150 Minutes	Evans et al. (13)
8	Communication Traps	150 Minutes	I & I (9, 12) Evans et al. (7)
9	Handling Conflict and Influencing Skills/ Group Work	150 Minutes	Readings (Yalom & group chapter)
10	Leading Groups	150 Minutes	Multicultural Readings (D2L)
11	Multiculturalism and Ethnocentrism	150 Minutes	Multicultural Readings (D2L)
12	Multiculturalism cont'd	150 Minutes	I & I (13, 14) Evans et al, (9, 10, 11)
13	Issues in Helping, Putting it together, Managing Students with Mental Illness	150 Minutes	Mental health readings (D2L)

14	Presentations	150 Minutes	
15	Presentations	150 Minutes	
16	Final learning assessment	150 Minutes	

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

Assignment	Weight (%)
Participation	12%
Self-portrait	13%
Special topic presentation and handout	22%
Transcription	28%
Learning assessment	25%

Participation. ALL students are expected to participate in class discussions and small group work designed to create a cooperative learning environment. A lot of points are devoted to participation because it is so important to your learning in this particular course. I cannot give you points if you are not here. If you have an excused absence from the instructor, you may submit a 5-page paper covering the lecture topics for the class you miss, along with completion of any in-class exercises. You are required to complete a short personality inventory on-line at <http://www.keirsey.com/>.

Self-Portrait. In order to enhance the meaningfulness of the concepts in this course and to further your own self-knowledge, you will prepare a personal self-portrait paper. The paper should be 5-7 pages long, typewritten, and double-spaced (w/ APA style font & margins). You should have at least 1-2 references (research journal articles or books) to support your work. The instructor will be grading the assignment based on your ability to understand, synthesize, integrate, and apply the material learned in class. The paper should describe the major characteristics of the person you perceive yourself to be, and how experiences and people in your life have influenced you to become the person you describe. Include what you like about yourself, what you want to change, and what you want to be like 5 years from now. You may discuss how who you are affects your occupation and how you interact with others. Include information derived from in-class assessment instruments, including the Keirsey Temperament Scale. Rather than simply describing events in your life, be certain the paper focuses on your reactions to those events and how they have contributed to your view of yourself and the world. Hard copies only please.

Special Topic Presentation and Handout. Please choose a topic or issue that affects a student's ability to function effectively on campus and summarize the topic. You are encouraged to choose a mental health issue. Include 3 references (internet references may not count toward the 3 required references, but may be used as supplement only). Please describe, in a professional presentation lasting approximately 15 minutes, how the issue or topic specifically affects a student's ability to learn, interact with others, etc. For example, you may choose to write about how self-efficacy, abuse, rape, trauma, personality type, poverty, human development, suicide, or leaving home affects students.

Transcription: You will transcribe a 20-minute segment from a videotaped session for your analysis. You should transcribe everything you and your partner say. Under each of your “segments” 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 your use of technique, skill, or method (Did they respond like you had hoped? Were there unanticipated consequences such as crying, gritting teeth, changing the topic that occurred?). 4.) OTHER: Other effective skills, techniques, or methods you could have used. Include what you thought went well and what didn’t; what might you do differently next time (This is the MOST IMPORTANT PART!! Labeling your skill as inappropriate is not enough. You must give me another specific sentence or 2 you could have used instead).

Final Learning Assessment. You will engage in a comprehensive learning assessment in class. It will cover all topics covered by the professor with the exception of the Kiersey types. No presentation material from colleagues will be on the final. The “study guides” are your class notes from each section of the curriculum. These have been developed to organize and condense a vast amount of material into units.

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.

Assignments and Evaluation	Course Objectives
Participation	a,b,d,e,f,h,k,l,m,o,p
Self-portrait	c,I,j,k,l,q
Special topic presentation and handout	b,e,f,h
Transcription	a,b,d,e,h,m,o
Learning assessment	a,f,g,j,m,n,p

Date approved by the department or school: 4/11/18

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: