

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 6900, 6901, 6902
3. Short title: Supervised Experience
4. Long title: Supervised Clinical Experience
5. Hours per week: 3 Class 0 Lab 3 Credit
6. Terms: ☒ Fall ☒ Spring ☒ Summer ☐ On demand
7. Initial term: ☐ Fall ☐ Spring ☒ Summer Year: 2018

8. Catalog course description: The Supervised Clinical Experience (Internship) is a nine hundred hour supervised clinical course involving client-contact experiences and systematic feedback and reflection. This course provides students with the necessary practice and skills and conceptual preparation for entry into the profession.

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): CSD 5500, 5510, 5520, 5530, 5630.
a. Can prerequisite be taken concurrently? ☒ Yes ☐ No
b. Minimum grade required for the prerequisite course(s)? B for CSD 5530.
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: Open only to students who have been admitted to the Department of Counseling and Student Development

b. Degrees, colleges, majors, levels, classes which may not take the course: Students who have not been admitted to the CSD Program

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:

___ 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: None.

Supplemental Materials or Software _____

Course Fee ___ No ___ Yes, Explain if yes _____

21. Community college transfer:

___ A community college course may be judged equivalent.

___ 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 Counseling and Student Development

___ 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 CACREP accreditation standards.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: Core content and skill based courses (5500, 5510, 5520, 5530) needed for advanced courses.

Co-requisites: n/a

Enrollment 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.

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: n/a

Instruction: n/a

Integrity: n/a

Interaction: n/a

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 6900, 6901, 6902, Supervised Clinical Experience

2. Catalog description

The Supervised Clinical Experience (Internship) is a nine hundred hour supervised clinical course involving client-contact experiences and systematic feedback and reflection. This course provides students with the necessary practice and skills and conceptual preparation for entry into the profession.

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. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management.	1, 2, 3
b. Techniques and interventions for prevention and treatment of a broad range of mental health issues for individuals, groups, and families	1, 2, 3
c. Strategies for interfacing with the legal system regarding court referred clients.	1, 2, 3

d. Strategies for interfacing with integrated behavioral health care professionals.	1, 2, 3
e. Strategies to advocate for persons with mental health issues.	1, 2, 3
f. Consultation skills and supervision for the benefit of the client.	1, 2, 3

4. Course materials.

- a. All Semesters - Barlow, D. H. (Ed). (2008). Clinical handbook of psychological disorders (4nd ed.). New York: Guilford Press.
- b. 2nd Semester - Bernard, J.M. & Goodyear, R.K. (2009). Fundamentals of clinical supervision. (4th ed.). Boston, MA: Allyn & Bacon. (Assigned for Supervision course during Fall)
- c. 3rd Semester – Teyber E. (2017). Interpersonal Process in Therapy: An integrative model. (7th ed.). Belmont, CA: Thomson Brooks/Cole.

5. Weekly outline of content.

Session	Topic	Length of Class
1	Syllabus & Introduction Intakes, Assessment, Treatment planning, & Case Management & treatment issues.	150 minutes
2	Site Visitation	
3	Case Consultation Legal System and Court Referrals	150 minutes
4	Site Visitation	
5	Case Consultation Behavioral Health care professionals	150 minutes
6	Site Visitation	
7	Case Consultation Advocacy for mental health issues	150 minutes
8	Site Visitation	
9	Case Consultation	150 minutes
10	Site Visitation	
11	Case Consultation	150 minutes
12	Site Visitation	

13	Case Consultation	150 minutes
14	Site Visitation	
15	Self-Evaluation and Closure	150 minutes

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

Client Consultation in class - C/I

Presentation: Case Summary & TA - 20

Transcript Analysis - 20

Theory-Intervention paper - 10

Transcript and analysis - 20

Summative Paper - 10

Internship Hours - C/I

Site Supervisor's Evaluation of Student - C/I

University Supervision and Evaluation - 20

Total - 100

- a. Client Consultation in Class: Each week a discussion will occur regarding current client issues. While no written documentation is required, students should come prepared with client background information and a possible diagnosis. They will formulate a consultation question for each case they present.
- b. Presentation: Students are required to develop a written case summary/assessment, a diagnosis, and a treatment plan of one of their clients. They will acquire client permission, provide a 15 minute taped portion of a counseling session to be played in class, develop a written transcript with analysis of the session for all class members, and present the case in class.
- c. Theory-Intervention Paper: Students will choose a theory or method of counseling, provide a paragraph summary of the method and the key terms and definitions, and develop five examples of one sentence interventions a counselor using this method would make during a counseling session.
- d. Transcript and analysis: Students will tape a counseling session after obtaining written permission, write a brief two paragraph description of the client, provide a summary of the client problem, and include the diagnosis with relevant symptoms. Then students will describe what they were trying to accomplish in the session. They will include the number of sessions they had with the client. Students will also transcribe a ten minute segment and analyze each counselor response.
- e. Summative Paper: Students will type a six to eight page summative evaluation of their internship experiences. They will organize their papers into five sections and include the following topics to serve as headings, in APA style. They should be able to 1)integrate and describe how they have used their current and previous course work and apply their learning to their internship, being as specific as possible and including the course titles. 2) include learning experiences, strengths and weaknesses, goals for the future and any experiences that will be helpful in their careers, 3)include anything they learned from their clients about providing therapy.

- f. Internship Hours: Students are required to submit logs of internship hours.
- g. Site Supervisor's Evaluation of Student: Students will be evaluated by the on-campus professor/supervisor in consultation with the on-site supervisor. Students should review at least six taped client sessions with their on-site agency supervisors. A mid-term and a final evaluation form for internship is available on the department web site. Students will be expected to demonstrate effective use of core counseling skills throughout their internship experience.
- h. University Supervision and Evaluation: The professor of the students will make a scheduled visit to the student's intern site during the semester. Evaluation is based on the student's ability to demonstrate use of the core counseling skills and familiarity with at least four theories or methods of counseling.

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
Client Consultation in Class	Course objectives a.,b.,c.,d., e.
Presentation	Course objectives a.,b.,c.,d.,e.
Theory-Intervention Paper	Course objective b.
Transcript and analysis	Course objectives a.,b.,c.,d., e.,f.
Summative Paper	Course objectives a.,b.,c.,d.,e.
Site Supervisor's Evaluation of Student	Course objectives a.,b.
University Supervision and Evaluation	Course objectives a.,b.

Date approved by the department or school: 2/14/18

Date approved by the college curriculum committee:

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

Date approved by CAA: CGS: