

Eastern Illinois University  
**REVISED COURSE PROPOSAL CSD 5630**  
**Practicum**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. Course prefix and number, such as ART 1000: CSD 5630
2. Title (may not exceed 30 characters, including spaces): Practicum
3. Long title, if any (may not exceed 100 characters, including spaces): Practicum
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-1-4
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 provides for the development of counseling skills under supervision within a student's program of study. Lab includes individual and triadic supervision.

**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.  
May be taken concurrently with CSD 5500, CSD 5510, CSD 5520 and CSD 5530. Chair required to register.  
School Counseling Concentration: CSD 5600, CSD 5620 and CSD 5940 must be completed before or taken concurrently with CSD 5630.  
Clinical Mental Health Counseling Concentration: CSD 5620, CSD 5930 and CSD 5980 must be completed before or taken concurrently with CSD 5630.
- 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).  
X Yes \_\_\_ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course: Minimum grade: B; No equivalent courses.

**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:** ☒ 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** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]: 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.**

Students will:

- a. establish effective counseling and professional relationships at your field site.
- b. apply theory and techniques in counseling situations while developing your own personal style.
- c. listen to feedback from the instructor, your site supervisor, and classmates with an open mind and effectively utilize supervision
- d. examine the developmental needs and characteristics of client concerns in the school and/or clinical settings.
- e. apply theory and techniques in applicable counseling situations.
- f. increase self-awareness and insight regarding your role as a person in the therapeutic relationship
- g. examine and demonstrate appropriate use of and procedures for intakes, assessments, and treatment planning.
- h. discuss the professional identity of clinical and school counselors as well as explore one's personal professional identity. Knowledge base includes setting, curriculum, ethical standards, scheduling, and implications of sociocultural, demographic, and lifestyle diversity relevant to school and/or clinical settings.
- i. demonstrate ability to engage in the referral process, treatment, coordination, and consultation in the school and/or clinical settings.
- j. examine counseling supervision models, practices, and processes.

- 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: |**

<b>Learning Goals</b>	<b>Objectives</b>
• Depth of content knowledge	a-j
• Effective critical thinking and problem solving	a, b, c, d, e, g, h, i
• Effective oral and written communication	a, b, e, g, h, i
• 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. Students will establish effective counseling and professional relationships at your field site.	<b>Transcriptions; Case Presentations; Supervision</b>
b. Students will apply theory and techniques in counseling situations while developing your own personal style.	<b>Transcriptions; Case Presentations; Supervision</b>
c. Students will listen to feedback from the instructor, your site supervisor, and classmates with an open mind and effectively utilize supervision	<b>Supervision; Peer Evaluations</b>
d. Students will examine the developmental needs and characteristics of client concerns in the school and/or clinical settings.	<b>Supervision; Case Presentations; Summary Paper</b>
e. Students will apply theory and techniques in applicable counseling situations.	<b>Transcription; Supervision; Summary Paper</b>
f. Students will increase self-awareness and insight regarding their role as a person in the therapeutic relationship	<b>Summary Paper</b>
g. Students will examine and demonstrate appropriate use of and procedures for intakes, assessments, and treatment planning.	<b>Progress Notes; Case Presentations; Supervision</b>
h. Students will examine and discuss the professional identity of clinical and school counselors as well as explore one's personal professional identity. Knowledge base includes setting, curriculum, ethical standards, scheduling, and implications of sociocultural, demographic, and lifestyle diversity relevant to school and/or clinical settings.	<b>Summary Paper; Supervision; Case Presentations</b>
i. Students will demonstrate ability to engage in the referral process, treatment, coordination, and	<b>Supervision; Case Presentations; Summary Paper</b>

consultation in the school and/or clinical settings.	
j. Students will examine supervision models, practices, and processes.	<b>Supervision; Final Summary Paper; Case Presentations; Transcription</b>

**Supervision:** Students will:

- Spend between 8-15 hours per week (several clients per week) at the practicum site.
- log 100 hours of professional activity at his or her selected field site.
- log at least 40 direct hours including 10 group hours.
- log at least 60 indirect hours (e.g. 30 hrs of supervision with on-site supervisor and campus supervisor, and at least 30 hrs. of activities that may include paperwork , staff meetings, training, consultation, etc.).
- meet one hour per week with the on-site supervisor for individual supervision.
- meet with the assigned campus supervisor weekly for an hour outside of class.
- demonstrate understanding of at least three different theoretical approaches to counseling.

**2 Transcriptions:** Students will record and transcribe 15 minutes of a counseling session. The transcription will include: 1) identification of the skill, technique, or method used; 2) an ideal alternative response; and 3) self-reflection of thoughts or intentions at particular moments in the session. At the end of the transcription, summarize the intent of the session and provide alternative treatment options.

**Case Presentations:** Each student is expected to present and discuss two cases with the class.

- At minimum, include the following: a) reason for referral, b) client description, c) presenting problem, d) developmental history, e) assessment of client, f) problem area(s), g) treatment (s) used during counseling, h) evaluation of client outcome, and i) prepared questions for consultation.
- Each student will provide a video and transcription (10 minutes in length) of the counseling session with the client. The student needs to provide copies of the case presentation for class members. Class members and instructor will provide feedback regarding the case presentation.
- Write a 4-5 page summative evaluation of the practicum experience.

**Peer Evaluation:** Complete one written evaluation of a peer's taped counseling session.

**Summary Paper:** Students will write a 4 - 5 page paper concerning their personal experience of practicum. It may be helpful to keep a weekly reflection journal.

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

Grades will be based on the following criteria:

Transcript I	15%
Transcript II	15%
Summary Paper	7%
Evaluation of Peer	3%
Case Presentation I	10%
Case Presentation II	10%
Supervision	<u>40%</u>
Total	100%

3. 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.):
4. 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.
5. 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 to the course
2	Intake procedures
3	Assessment, Treatment Planning
4	Suicide Assessment and Self-Harm
5	Mandated Reporting; Duty to Warn
6	Consultation and Case Presentation
7	Consultation and Case Presentation
8	Consultation and Case Presentation
9	Consultation and Case Presentation
10	Consultation and Case Presentation

11	Consultation and Case Presentation; Termination and Referral
12	Consultation and Case Presentation
13	Consultation and Case Presentation
14	Consultation and Case Presentation
15	Process and Reflect on Practicum Experience

**Lab: 15 weeks of 50 minutes meeting outside of class**

During the time allocated for lab, students will meet with the instructor for clinical supervision. Students are expected to provide a recorded session of their counseling each week during their ongoing supervision with the instructor.

Week            Individual or triadic supervision with Instructor

1	Individual or triadic supervision
2	Individual or triadic supervision
3	Individual or triadic supervision
4	Individual or triadic supervision
5	Individual or triadic supervision
6	Individual or triadic supervision
7	Individual or triadic supervision
8	Individual or triadic supervision
9	Individual or triadic supervision
10	Individual or triadic supervision
11	Individual or triadic supervision
12	Individual or triadic supervision
13	Individual or triadic supervision
14	Individual or triadic supervision
15	Individual or triadic supervision
16	Individual or triadic supervision

## 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).

- 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 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. 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.  
Revised course only.

**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.  
Required for graduate students admitted to M.S. in Counseling in the Department of Counseling and Student Development.

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.

## **PART V: IMPLEMENTATION**

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

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

**2. Additional costs to students:**

No additional costs to students.

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

Corey, G. (2012). *Case approach to counseling and psychotherapy* (8th ed.). Pacific Grove, CA: Brooks/Cole Publishing Co.

Jongsma, A.E., Jr., & Peterson, M. (2006). *The complete adult psychotherapy treatment planner* (4<sup>th</sup> ed.). New York: John Wiley & Sons, Inc.

Pipes, R., & Davenport, D. S. (1999). *Introduction to psychotherapy: Common clinical wisdom* (2<sup>nd</sup> ed.). Englewood Cliffs, NJ: Prentice Hall.

Vernon, A. (2012). *Counseling children and adolescents* (4<sup>th</sup> ed). Denver, Co: Love Publishing Company.

## 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.

## PART VII: APPROVALS

Date approved by the department or school: 1/18/2012

Date approved by the college curriculum committee: 4/2/2012

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

Date approved by CAA: Not applicable                      CGS: 8/28/2012

\*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**