

CNE 585 Pre-Practicum Techniques of Counseling
College of Education
Department of Educational Leadership and Counseling
Sam Houston State University
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Required Text: Egan, G. (2007). *The skilled helper – A problem management and opportunity development approach to helping* (8th ed.). Pacific Grove, CA: Brooks/Cole.

Brock, G. and Barnard, C. (1999). *Procedures in Marriage and Family Therapy*. 3rd edition. Boston, MA: Allyn and Bacon.

American Psychological Association. (2001). *Publication manual of the American Psychological Association* (5th ed.) Washington, DC: American Psychological Association.

Course Description: This course is designed to provide experiences in the exploration and application of individual counseling techniques. Role-playing, and self-exploration will be emphasized. Integration of theory and practice is imperative in marriage and family therapy training, and structuring the therapy relationship, goal setting, formative evaluation, and summative evaluation from various theoretical orientations will be explored.

Standards: The curricula for this course include (1) knowledge of the literature of the discipline and (2) ongoing student engagement in research related to professional practice. Upon successful completion of this course, students will be able to demonstrate the following competencies set forth by these professional and certification agencies (Course Objectives; CACREP [Council for Accreditation on Counseling & Related Educational Programs], SBEC Standards [TExES – Texas Examinations of Educator Standards], and NCATE [National Council for Accreditation of Teacher Education]). Course objectives will be articulated with standards from other professional organizations. The following Standards Matrix will outline the Objectives/Learning Outcomes, Activities, Performance Assessment, and the Standards. For brevity, initials CA = CACREP, SB= SBEC, and NC = NCATE. Standards and competencies for these professional organizations are available through these websites.

CACREP: <http://www.counseling.org/cacrep/2001standards700.html>

SBEC: Standards for the School Counselor Certificate

[http://info.sos.state.tx.us/pub/plsql/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc](http://info.sos.state.tx.us/pub/plsql/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc)

NCATE: <http://www.ncate.org>

CACREP Objectives

1. Professional Identity-studies that provide an understanding of all the following aspects of professional functioning:

K1.a. history and philosophy of the counseling profession, including significant factors and events;

K1.b. professional roles, functions, and relationships with other human service providers;

K1.c. technological competence and computer literacy;

K1.g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success of clients;

K1.h ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling

2. Social and Cultural Diversity-studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society;

K2.a multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally

5. Helping Relationships-studies that provide an understanding of counseling and consultation process, including all of the following:

K5.c counseling theories that provide the student with consistent models to conceptualize client presentation and select appropriate counseling interventions;

K5.d a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions

K5.e general framework for understanding and practicing consultation K5.f integration of technological strategies and applications within counseling and consultation processes

K5.g ethical and legal considerations

Standard Matrix

Objective/Learning Outcomes	Activities (*indicates Field-based activity)	Performance Assessment	Standard: • CACREP=CA • NCATE=NC • SBEC=SB
1. To provide students with a systematic approach to understanding helping relationships & development of basic marriage and family Therapy skills	Student assumes the role of counselor for a class member demonstrating counseling skills learned in class	Audiotapes and videotapes of counseling sessions through the semester	CA-K5b; 5c; 5d SB- II (3)
2. To critique, role-play and films of professionals	Critique class members and video demonstrations of professional counseling sessions	Completed Attending Behavior Feedback Sheet	CA-K5a; 5b; 5g SB-VI (2)
3. To be respectful of human diversity and be able to provide counseling services to all populations	Student reviews ACA Code of Ethics	Respond to ethical dilemmas presented during class activities	CA-K2a; 2b; 2c; 2e; 2f; CA-K5g SB-I (6), (8) NC-1
4. To understand and be respectful of individual differences	Student demonstrates during counseling differences between self and client (class member)	Completed Attending Behavior Feedback Sheet	CA-K2a; 2b; 2c; 2e; 2f CA-K5a; 5.g SB-I (6)
5. To develop strategies for establishing rapport and for developing trusting relationships with learners/clients from all backgrounds	Demonstration of relationship building skills during role-play of counselor-client sessions	Complete Audiotape Evaluation Form	CA-K5a; 5b;5c;5e; 5f; 5g SB-II (3)
6. To be able to recognize their own reactions to stressful situations and develop strategies for managing their behavior and emotions during these times	Analysis of two videotaped and five audiotapes counseling sessions	Complete videotape and audio tape analysis forms	CA-K2b; 5b SB-VI (1)
7. To promote the worth, dignity, uniqueness, and potential of all clients/learners by helping them set challenging goals and explore how those goals can be influenced by outside factors	Establish, maintain and terminate a therapeutic counseling relationship with a client (class member)	Complete analysis forms for each counseling session	CA-K2a; 2b; 2c; 2d; 2e; 2f SB-II (3)
8. To assess the roles, myths, rules, and rituals of a family	Interview a family and construct a three generational genogram tracking intergenerational patterns	Present in class a family genogram and overview of the family interviewed	CA-K5f SB-V (1)

According to the 2001 Standards of the Council for Accreditation of Counseling and Related Educational Programs (CACREP), curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. While not part of a CACREP credentialed program as of June 6, 2006, the following objectives as delineated in the 2001 CACREP Standards are focused upon using the methods following each objective.

K. Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas follow.

1. PROFESSIONAL IDENTITY - studies that provide an understanding of all of the following aspects of professional functioning:

a. history and philosophy of the counseling profession, including significant factors and events;

Egan Textbook – Chap 1 – Formal and Informal Helpers: A Very Brief History; What Helping Is About. Pages 3 - 5

b. professional roles, functions, and relationships with other human service providers;

Egan, Chap 1, Introduction To Helping, pages 2 – 22.

c. technological competence and computer literacy;

d. professional organizations, primarily ACA, its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphases;

e. professional credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues;

f. public and private policy processes, including the role of the professional counselor in advocating on behalf of the profession;

g. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients; and

h. ethical standards of ACA and related entities, and applications of ethical and legal considerations in professional counseling.

2005 ACA Code of Ethics distributed and discussed.

2. SOCIAL AND CULTURAL DIVERSITY - studies that provide an understanding of the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values,

socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities including all of the following:

- a. multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally;
- b. attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities;
- c. individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups;

Egan Chap 2, Problem Management and Culture: A Human Universal, page 36 – 37.

- d. counselors' roles in social justice, advocacy and conflict resolution, cultural self-awareness, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body;
- e. theories of multicultural counseling, theories of identity development, and multicultural competencies; and
- f. ethical and legal considerations.

2005 ACA Code of Ethics distributed and discussed.

3. HUMAN GROWTH AND DEVELOPMENT - studies that provide an understanding of the nature and needs of individuals at all developmental levels, including all of the following:
 - a. theories of individual and family development and transitions across the life-span;
 - b. theories of learning and personality development;
 - c. human behavior including an understanding of developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior;
 - d. strategies for facilitating optimum development over the life-span; and
 - e. ethical and legal considerations.

2005 ACA Code of Ethics distributed and discussed

5. HELPING RELATIONSHIPS - studies that provide an understanding of counseling and consultation processes, including all of the following:

- a. counselor and consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills;

Egan Chapter 4, Introduction to Communication and the Skill of Visibly Tuning in to Clients; Chapter 5, Active Listening: The Foundation of Understanding; Chapter 6, Sharing Empathic Highlights: Communicating and Checking Understanding; Chapter 7, The Art of Probing and Summarizing;

- b. an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate professional boundaries;

Textbook – The Skilled Helper by Gerard Egan; Classroom counseling skills demonstrations by professor and students; Student participation in supervised counseling practice sessions (these are videotaped and critiqued by the professor, student, and student observer.

- c. counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling;
- d. a systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling;

Textbook – Procedures in Marriage and Family Therapy by Gregory W. Brock and Charles P. Bernard, 3rd Edition; Students will interview a family, write a genogram, and submit a paper on family genograms and family dynamics of the interviewed family.

- e. a general framework for understanding and practicing. Student experiences should include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the theoretical material to case presentations. Students will begin to develop a personal model of consultation;

The textbook, The Skilled Helper by Gerard Egan, will provide an overall helping model.

- f. integration of technological strategies and applications within counseling and consultation processes; and
- g. ethical and legal considerations.

2005 ACA Code of Ethics distributed and discussed.

IDEA OBJECTIVES:

Essential:

- Learning fundamental principles, generalizations, or theories.
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
- Developing skill in expressing oneself orally or in writing.

Important:

- Learning to *apply* course material (to improve thinking, problem solving, and decisions).
- Acquiring skills in working with others as a member of a team.

Student Syllabus Guidelines: You may find online a more detailed description of the following policies. These guidelines will also provide you with a link to the specific university policy or procedure: <http://www.shsu.edu/syllabus/>

Academic Dishonesty: Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. *See Student Syllabus Guidelines.*

Classroom Rules of Conduct: Students are expected to assist in maintaining a classroom environment that is conducive to learning. Students are to treat faculty and students with respect. Students are to turn off all cell phones while in the classroom. Under no circumstances are cell phones or any electronic devices to be used or seen during times of examination.

Student Absences on Religious Holy Days: Students are allowed to miss class and other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Students remain responsible for all work. *See Student Syllabus Guidelines.*

Students with Disabilities Policy: It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance should visit with the Office of Services for Students with Disabilities located in the Counseling Center. *See Student Syllabus Guidelines.*

Visitors in the Classroom: Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance. Students wishing to audit a class must apply to do so through the Registrar's Office.

Attendance: Emphasis is both on cognitive understanding and experiential learning. Therefore, attendance in class and practice sessions is required. The following represents the attendance policy for all courses in the Counseling Program:

COUNSELING PROGRAM ATTENDANCE POLICY

- Students are permitted to miss one class (3 hours) with no penalty, but a call or email to the professor of the class is expected.
- With a second absence, a drop of one letter grade will occur unless the student receives special dispensation. Following a second absence, the student must write a letter to the COUNSELING FACULTY explaining the extenuating circumstances for the absence. The faculty will then discuss the situation and decide if the letter grade drop will occur or if the student will be excused from that action.
- A drop of a letter grade will occur for each subsequent absence.
- **For purposes of this onlie/hybrid class, failure to participate in a weekly discussion board or chat room will constitute an absence and will result in the loss of participation points for that week. Failure to participate for two different weeks will result in the loss of a letter grade.**

WORK TURNED IN LATE:

Any work that is turned in late without a valid excuse will be penalized. Late work will be penalized 10% of the originally available point value for each 24 hour academic period.

Course Format:

The course format includes lecture or narrative presentation, role-playing the role of the counselor and the role of the client, small group discussions, whole class discussions, self-selected inquires, written assignments, individual presentations, audio or video taping of all counselor role-play sessions. Evaluation consists of self, peer and professor assessments using feedback, discussions checklists and presentations.

Course Content:

Course overview, technology exploration, reflection Role-playing Audio/video taping
 Demonstration of counseling skills Supervision of counseling skills Live feedback from professor during practice sessions Participation in practice groups

Course Requirements

1. Examinations- There will be two major exams for the course. The exams will be multiple choice and short essay. Questions on these exams will come from the readings in the texts, lectures, media presentations and any class observations/discussions.

Total 200 points (100 for each Exam)

2. Videotapes—Students will be required to make two videotapes, one at midterm and one near the end of the semester, with the same “client”, to demonstrate progress in applying counseling skills learned in class. These tapes will be scheduled with members of the triads outside of class time. Each individual is responsible for reviewing his/her own videotape and critiquing the counseling skills, using a form provided. This critique is then handed into the professor, along with the taped session on regular size videotapes, and the professor engages in the same review process. Students may request an appointment with the professor to review their videos and critiques. **Total 200 points (100 points each)**

3. Audio tapes – Each practice session is to be audio taped, and students will review their role as counselor on their segment of the tape. Students will critique their tapes and report strengths and weaknesses of counseling skills; changing phrases to those words that could have been more helpful to the client. Forms will be provided for these critiques. Students within their triads must supply their own tape players, using standard size audio tapes. Both the tapes and critiques must be handed in to the professor, and the professor will engage in the same review process. Students must submit 10 audio tapes during the semester but will receive grades for five. Students may select the five tapes to be reviewed for grading. **Total 200 points (50 points each; a minimum of 4 audio tapes critiqued)**

4. Readings - The syllabus details readings for each week. When students come to class, it is expected that the readings will be finished, and the students will be prepared to discuss them.

5. Family Assessment—Each student will be responsible for interviewing one family (consisting of at least two members). Confidentiality of this family will be protected, and no names or identifying information that would breach confidentiality should be used in anyway of the written or oral information. The following assignment will be from this interview. **Total 100 points**

Note: Students are not permitted to interview their immediate family (parents or siblings)

1. Genogram—the history of the family will be tracked and intergenerational patterns will be examined. Transparencies or PowerPoint are acceptable for this presentation. **Total 30 points**
2. Family Paper/Critique—a two to three typed paper will be written in family rules, myths, roles, and rituals will be discussed. Include areas that could be of some concern if the family was in counseling. **Total 40 points**
3. Oral Presentation—Students will be graded on the presentation of the above two parts of this assignment to the class, demonstrating that they understand the terminology of the genogram and the paper. **Total 30 points**

Evaluation (*indicates field-based activity)

Audio tapes (4)	200 points
Video tapes (2)	200 points
Family Assessment	
Genogram	30 points
Family Paper Critique	40 points
Presentation	30 points
	Subtotal=100
Exams (2)	200 points
Class preparation and participation including Blackboard	100 points
Total points	800 points

Grading

A	=	720-800
B	=	640-720
F	=	639 and below

A sheet titled *Proficiencies Required for a Grade of “B” or Above* is attached to the syllabus describes the expected competencies for this course. The student and the professor will track the competencies throughout the semester. A grade of “C” is not given in this course. If a student cannot meet the competency requirements and the point system for an A or B, the student will have to retake the course until those expectations are met.

Proficiencies Required for a Grade of "B" or Above

Proficiency Checklist

1. _____ Student is able to establish a working relationship when counseling peers in practice sessions.
2. _____ Student can identify the nonverbal behaviors in the practice counseling sessions.
3. _____ Student can identify the presenting problem of the practice clients.
4. _____ Student can identify the content of the practice client's statement.
5. _____ Student can identify the feelings of the practice client's statement.
6. _____ Student attends to the practice client using SOLER (Egan)
 - S-Squarely faces the client
 - O-Is Open –arms and legs are not crossed
 - L-Leans toward the client to indicate interest
 - E-Eye contact conveys understanding
 - R-Relaxed in nonverbal behavior
7. _____ Student responds accurately to the content of the client's message.
8. _____ Student responds accurately to the feelings of the client's message.
9. _____ Student can demonstrate how to open and close a counseling session.

AUDIO TAPE EVALUATION

No more than one page, single-spaced. Include:

1. Short Summary (4 – 5 sentences)
 - .a. Information about the presenting client
 - .b. Presenting problem
 - .c. Any assignment agreed upon

1. 2. Strengths
2. 3. Challenges
3. 4. Possible direction to take next session
4. 5. Any additional comments

TAPE EVALUATION

Listener:

Talker:

Observer:

Skills	Check If Done	Examples or Comments
1. S – Squarely face client		
2. O – Open posture		
3. L – Lean toward client		
4. E – Eye contact		
5. R – Relaxed or natural		
6. Rapport		
7. Open ended Questions		
8. Closed ended Questions		
9. Reflection of feelings		
10. Reflection of content		
11. Summarization (Empathic highlights) (Paraphrase)		
12. Presenting Problem		
13. Open Session		
14. Close Session		
15. Empathy (High Level Empathy)		
# of skills performed		

Video Tape Evaluation

1. What was the presenting problem for this video/demonstration?
2. How did the therapist establish rapport (join/gain entry) with the client(s)?
3. What were the indicators of resistance?
4. What were the strengths of this session?
5. What were the challenges of this session?
6. What would you try differently if you were therapist?

Transcript Analysis

Transcribe 15 continuous minutes verbatim (exact word-for-word) of any portion of the tape. If at any point you have a better response (one you wish you would have said, which the case is often) then note your better response as shown in the example below.

T = Therapist C = Client BR = Better Response

- T: So this is something you really want to do.
- C: Yeah, well, I don't know. I thought I wanted it but now I have second thoughts about it. I feel torn about it. It feels so exhausting to think about. I guess I do. I don't know. I'm tired. What do you think?
- T: Do what you think is best.
- BR: You are mentally spent as a result of running through the same options in your mind over and over. You experience being stuck as ever and would like for me to tell you what to do.
- C: I don't know what is best.
- T: It's hard to know with certainty isn't it, yet that is what you want.