

CNE 585 Syllabus
Pre-Practicum Techniques of Counseling
Department of Educational Leadership and Counseling
College of Education
Sam Houston State University

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Required Tests: Brock, G.W., & Barnard, C.P. (1999), *Procedures in marriage and family therapy* (3rd ed.). Boston, MA: Allyn and Bacon.

Egan, G., (2007). *The skilled helper – A problem-management and opportunity-development approach to helping*. (8th ed.). Pacific Grove, CA: Brooks/Cole.

Course Description: This course is designed to provide experiences in the exploration and application of individual counseling techniques. Role-playing, self-exploration, and structuring of the counseling relationship are emphasized. Prerequisites: CNE 564 and C NE 663 or concurrently.

Standards: At the completion of this course, the student should be able to demonstrate the following competencies set forth by the following professional and certification agencies: The Council for Accreditation on Counseling and Related Educational Programs (CACREP); The Texas Examinations of Educator Standards (TexES); and The National Council for Accreditation of Teacher Education (NCATE). 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 are used as follows: CA = CACREP; SB = SBEC; and NC = NCATE.

Standards and competencies for these professional organizations are available through these websites:

CACREP: www.counselingg.org/cacrep/2001standards

SBEC: www.info.sos.state.tx

NCATE: www.ncate.org

IDEA OBJECTIVES:

Essentials:

- 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 and in writing

Important:

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

Standards Matrix

Objectives/Learning Outcomes	Activities	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.	Video and audio tapes 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 counseling sessions	Class discussion	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)
4. To understand and be respectful of individual differences	During counseling student demonstrates differences between self and client (class member).	Video/audio tapes are graded and feedback given by the instructor.	CA-K2a; 2b; 2c; 2e; 2f; CA-K5g SB (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 video/audio tape evaluation forms	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	Analyze three video/audio taped counseling sessions.	Complete video/audio tape analysis forms	CA-K2b; 5b SB-Vi (1)
7. To promote the worth, dignity, uniqueness, and potential of all clients 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.	Construct a genogram and write a family assessment paper.	CA-K5f SB-V (1)

Course Format:

The course format includes seminar/lecture or narrative presentation, role-playing the role of the counselor and the client, small group discussions, whole class discussions, self-selected inquiries, written assignments, audio or video taping of all counselor role-play sessions. Evaluation of self, peers, and professors using feedback mechanisms.

Course Content:

Course overview, reflection

Role-playing

following practice sessions

Audio/video taping

Demonstration of counseling skills

Supervision of counseling skills

Live feedback from professor and peers

Participation in practice groups

Participation in class discussions

Attendance:

Emphasis is both on cognitive 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:

1. Students are permitted to miss one class (3 hours) with no penalty, but **a call to the professor of the class is expected.**

2. After a second absence (of three hours), **a drop of one letter grade** will occur unless the student writes a letter to the counseling faculty explaining the extenuating circumstances for **both absences.** The faculty will discuss the letter in a meeting and decide if the letter grade drop will occur or if the student is excused from that action.

Americans with Disabilities Act:

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may adversely affect your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center.

Student Absences on Religious Holy Days Policy:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from the student is excused with a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable time frame in which the missed assignments and/or examination are to be completed.

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 day it is late.

Course Grade Evaluation Structure:

1. Examinations – There will be three examinations for the course. Inspiration for those exams will come from the readings in the texts, class presentations, discussions, and any class observations. (Total 300 points)

2. Taped Sessions and Critiques – Each of the eight practice sessions will be taped by the “counselor.” Please use a recorder that will produce quality sound. Two of your sessions will be videotaped (or recorded on a DVD). Students will critique their own tapes and report strengths and weaknesses of counseling skills, as well as possible changes that could be made to improve the quality of the session. If you use an audio tape for more than one session, record the date prior to each session. Do not write the name of your “client” on the tapes. Each tape and critique will be worth 20 points. Following each class meeting – before you go home – an observation form for that night’s session will be completed (10 points each)

3. Presentations from *The Skilled Helper* – Each class meeting one chapter from the text will be presented by (a) class member(s). This is a recent brainstorm of mine, so go with me on this until we get it in a viable form. If you enjoy doing presentations, this will be an easy 50 points. Side note: Don’t just read the chapter you are presenting, but keep up with the weekly reading assignments.

4. Family Assessment – Each student will choose a family to assess in a formally written paper and oral presentation. You may choose your own family if you wish, however, be advised that you may find out things about your family that you did not previously know and may not want to know. We’ll talk more about this in class. The family assessment will include a Genogram of at least three generations, a double-spaced five page paper in which you will discuss the rituals, myths, roles, secrets, and other information you discover. This length does not include the abstract, title page, or reference page. Please use APA style. Use at least two references, one of which may be the Marriage and Family text required for this course. Each student will present their family assessment to the class using whatever visuals are necessary. The written paper will look something like this: Title page, Abstract, Body of Information, Reference page. There are numerous online resources for compiling a genogram one of which is Genograms.com. PLEASE NOTE: this paper will be due on August 5. Do not wait until August 1 to begin work on this assignment because it can be time consuming. The point value of the presentation and the paper is 100 points each.

Evaluation Summary:

Exams	300 points
Weekly tapes, critiques, and observation forms	240 points
Presentations from Text	50 points
Family Assessments	200 points

If a student scores lower than a B in CNE 585 (80% of the total points), the class must be repeated. A sheet titled **Proficiencies Required for a Grade of “B” or Above** is included in this syllabus and describes the competencies for this course. If a student cannot meet the competency requirements and the points for an A or B, that student will not receive a passing

grade for the course. To receive a grade of A the student will actively participate in class discussions and keep whining to a bare minimum.

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 client.
4. _____ Student can identify the content of the practice client's statements.
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 – Open posture; 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.