

**CNE 510 Counseling Workshop:
Adlerian, NLP, and Gestalt counseling skills**

**College of Education and Applied Science
Department of Educational Leadership and Counseling**

Summer 2008

Instructor: Daniel Eckstein, Ph.D., LPC-S

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Optional Text/Readings:

Hartman, George, and Poffenberber, Albert (2007). *Gestalt psychology: A survey of facts and principles*. New York: Ronald Press.
Hall, Michael, (2005). *The Sourcebook of magic: a comprehensive guide to NLP Change Patterns*. Norwalk, CT.: Crown
Ready, Romilla, & Burton, Kate. (2004). *Neuro-linguistic programming for dummies*. New York: Wiley.
Eckstein, Daniel & Kern, Roy. (2002). *Psychological Fingerprints*. Dubuque, Ia.: Kendall Hunt
Dinkmeyer, Don, & Eckstein, Daniel (1996). *Leadership by encouragement*. Boca Raton, Fla.: CRC Press.

Required Supplemental Readings and Structured exercises Course handout packet.

Course Description:

This course provides a basic overview to the theories and most especially the applied skills of Adlerian, NLP, and Gestalt counseling. There will be a combination of skills demonstration, structured exercises, sub-group discussions, guest presenters, and skills practice by the participants.

CACREP Objectives:

K.7.b -basic concepts of standardized and nonstandardized testing and other assessment techniques including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, behavioral observations, and computer-managed and computer-assisted methods;

CC.C.4 -principles and models of biopsychosocial assessment, case conceptualization, theories

of human development and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling plans;

Objectives/ Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: <ul style="list-style-type: none"> • <u>State Standards</u> • <u>Specialty Organization Standards</u>
1. Students will demonstrate an increased knowledge of Adlerian, NLP, and Gestalt theory	Discussion of course packet containing information pertinent to understanding the theory of the three models	Classroom participation and discussion	<i>CACREP- K.3.c , K.7.b, CC.C.4, CC.C.5</i>
2. Students will demonstrate an increased understanding of the screening and assessment process for life-style interviews and early recollections	Demonstrations and skill building workshops	Classroom participation and discussion An Early recollection skill building workshop	<i>CACREP- K.3.c , K.7.b, CC.C.4, CC.C.5</i>
3. Students will demonstrate an understanding of the use of such NLP techniques as: anchoring and pacing and leading	Guest presenters	Classroom participation and discussion Sub-group skills training	<i>CACREP- K.3.c , K.7.b, CC.C.4, CC.C.5</i>
4. Students will demonstrate skills of Gestalt counseling such as: polarities and failure free experiments	Overview of Gestalt theory; Instructor skills demonstration	Classroom participation and discussion Sub-group skills training	<i>CACREP- K.3.c , K.7.b, CC.C.4, CC.C.5</i>

Course Format:

This is a lecture based course that will include student participation and discussion. Guest presenters, lectorettes, and instructor demonstrations will be used to assist with student learning. Skill building practice sessions will be featured throughout the course.

Expectations:

1. Graduate students are governed by the Sam Houston State University student code of conduct. Any student with questions about grievances, ethical behavior, etc. should review the Graduate Catalogue and student code of conduct. Particular attention should be paid to the sections on plagiarism and theft of library materials. Academic honesty is expected.
2. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversations in class to all the students in the class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.

COUNSELING PROGRAM ATTENDANCE POLICY

For purposes of this class, students must attend all classes for the entire time. Failure to adhere to the attendance policy will result in failing the course.

INSTRUCTIONAL PROCEDURES

Everyone concerned must have an opportunity to furnish input, therefore, participation in the form of questions, discussion of related experiences, and involvement in individual work is solicited and will be expected.

INSTRUCTIONAL ACTIVITIES:

A. Application Paper: For a grade of A.

This is meant to be a summary of the key points, reactions to the various class activities, major (re)learning's, a summary of one's own competencies in the skill building, and how the skills might be applied in professional practice. Suggested length is 5-7 single spaced pages.

This paper is due by **Monday August 4** and should be submitted by email attachment to dge001@shsu.edu.

B. Attendance and Participation at both session (for a grade of B)

Disability Statement:

Students with a disability that affects their academic performance are expected to arrange for a conference with the instructor in order that appropriate strategies can be considered to ensure that participation and achievement opportunities are not impaired. The physically impaired may contact the Director of the Counseling Center as Chair of the Committee for Continuing Assistance for Disabled Students by telephone at (936) 294-1720.

Tentative Schedule of Activities

Friday, July 25

Overview to workshop; goals, roles, norms, grading expectations

Encouragement micro-lab; framing encouraging feedback

Triads mini-life style skills interviews: the naming process; seven clues to life-style; birth-order

Link to www.authenichappiness.com signature strengths

Guest presenter, “How I integrate Adler, Gestalt and NLP principles in my LPC practice,”

Hunter Kennedy, LPC, Ph.D. (can.)

Lunch

Early recollections skill building workshop

Guest presenter, David Palmer, LPC, Ph.D. (can.) “An overview and skills application of NLP”

Review of the day; summary, closure, feedback

Read these articles between sessions to be more content familiar so a brief review can be presented and more time spent on skills development

1. ER's and metaphors
2. The counseling dance as metaphor
3. Four mistaken goals chart
4. Gestalt Primer
5. Socratic Methods and the ADAPT problem solving method

Saturday, Aug. 2

Brief overview of notebook content; styles of conflict management forced-choice activity

Gestalt theory PowerPoint; Gestalt instructor demonstration; small group skills practice

Metaphors- theory and skills application practice

Lunch

Reframing- theory overview and skills application

Socratic Questions and the ADAPT problem solving model

Music and singing

Five spiritual principles – personal reflection and dyadic partner interviews

Summary, closure, feedback

