

SUMMER 2008

**CNE 585 Pre-Practicum Techniques of Counseling
College of Education
Department of Educational Leadership and Counseling**

Sam Houston State University
Held at Cypress Ridge High School
Room 2809
7900 N. Elridge, Houston, Texas, 77037

INSTRUCTOR:

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Required Text: 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.

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, self-exploration, and structuring of the counseling relationship are emphasized. Prerequisites: CNE 564 and CNE 663 or concurrently.

Standards: At the completion of this course, the student should 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>

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.

Standards Matrix

Objective/Learning Outcomes	Activities (*indicates Field-based activity)	Performance Assessment	Standard: <ul style="list-style-type: none"> • 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	Videotapes of counseling sessions throughout 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	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 2005	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)	Videotapes are graded and feedback given by the instructor.	CA-K2a; 2b; 2c; 2e; 2f CA-K5a; 5.g SB-I (6)
5. To develop strategies for establishing rapport	Demonstration of relationship building skills	Complete Videotape Evaluation Form	CA-K5a; 5b;5c;5e;

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and for developing trusting relationships with learners/clients from all backgrounds	during role-play of counselor-client sessions		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 three videotaped counseling sessions.	Complete videotape 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	Construct a genogram and write a family assessment paper.	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. 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;

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- 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;

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- 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.

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 inquiries, written assignments, audio or video taping of all counselor role-play sessions. Evaluation consists of self, peer and professor assessments using feedback mechanisms.

Course Content:

Course overview, 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 Grade Evaluation Structure

1. Examinations- There will be three exams for the course. Questions on these exams will come from the readings in the texts, lectures, media presentations, and any class observations/discussions.

Total: 250 points (2 exams at 100 points each; Last exam is 50 points)

2. Taped Sessions - Students will be required to turn in a tape to demonstrate counseling skills. Students will critique the tapes and report strengths and weaknesses of counseling skills. Forms will be provided for these critiques.

Total: 50 points

3. Family Assessment – Details of this assignment will follow at a later date.

Total: 40 points

This family assessment consists of two parts:

- I. **Genogram — Total 5 points**
- II. **Family Paper** – 5 page body text length (This length does NOT include title page, abstract, or reference page). Double spaced. Typed with 12 font. Use title page, abstract, and references – all APA style. Use at least 2 references – one a book and another a journal article. Do not forget the abstract and look up the APA style of abstracts.
Total 35 points [10 points will be based on following STRICT APA style and 25 points will be based on content]

You need	1) Title Page
	2) Abstract
	3) Body of paper
	4) References

ALL of this assignment should be in strict compliance with APA style. All 10 APA points will be based on following strict APA style guidelines as specified in The Publication Manual of the American Psychological Association, 5th Edition. <http://www.apastyle.org/aboutstyle.html>

Running head	½ point
Page headers	½ point
Title	½ point

Abstract	½ point
Proper headings	½ point
Reference Page Heading	½ point
Double Spaced	½ point
Indented References	½ point
Reference Page Body	2 points
Citations	2 points
Grammar	1 point
Spelling	½ point
Miscellaneous	½ point

You need to have 2 references and no more.

One reference must be a book and one must be from a journal. The reference can relate to any material in the paper – alcoholism, genograms, divorce,... The point is to practice APA citations and references.

Evaluation Summary

Tape	50 points
Family Assessment	
Genogram	5 points
Family Paper	35 points
Exams (2@ 100, 1 @ 50)	<u>250 points</u>
Total available points	340 POINTS

Grading

A	=	305.91 - 340
B	=	271.91 – 305.90
F	=	Below 271.91

A sheet titled *Proficiencies Required for a Grade of “B” or Above* is contained in this syllabus and describes the expected competencies for this course. The student and the professor will track the competencies throughout the semester. **A grade of “C” or “D” 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 not receive a passing grade for the course.

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:

For Fall and Spring Semesters

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, 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.
3. A drop of a letter grade will occur for each subsequent absence.

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 which the student is excused within 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 examinations 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 24 hour academic period.

ACADEMIC HONESTY

1.01 The subject of academic honesty is addressed in paragraph 5.3, chapter VI of the Rules and Regulations, Board of Regents, The Texas State University System and Sam Houston State University student Guidelines published by the Office of Student Life to wit:

5.3 Academic Honesty. The university expects all students to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and

integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action.

5.31 The university and its official representatives, acting in accordance with Subsection 5.32, may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating, plagiarism, collusion and the abuse of resource materials.

5.311 "Cheating" includes:

- (1) Copying from another student's test paper, laboratory report, other report, or computer files, data listings, and/or programs.
- (2) Using, during a test, materials not authorized by the person giving the test.
- (3) Collaborating, without authorization, with another student during an examination or in preparing academic work.
- (4) Knowingly, and without authorization, using, buying, selling, stealing, transporting, soliciting, copying, or possessing, in whole or in part, the contents of an unadministered test.
- (5) Substituting for another student, or permitting another student to substitute for oneself to take a test.
- (6) Bribing another person to obtain an unadministered test or information about an unadministered test.
- (7) Purchasing, or otherwise acquiring and submitting as one's own work any research paper or other writing assignment prepared by an individual or firm. This section does not apply to the typing of the rough and/or final versions of an assignment by a professional typist.

5.312 "Plagiarism" means the appropriation of another's work or idea and the unacknowledged incorporation of that work or idea into one's own work offered for credit.

5.313 "Collusion" means the unauthorized collaboration with another person in preparing work offered for credit.

5.314 "Abuse of resource materials" means the mutilation, destruction, concealment, theft or alteration of materials provided to assist students in the mastery of course materials.

Course Calendar
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June 4	Introduction to course, requirements and assignments Overview of Egan's <i>Skilled Helper Model</i>
June 11	Lecture Egan Chapter 1 - 3 Role Play
June 18	Lecture Egan Chapter 4 - 5 Role Play
June 25	Lecture Egan Chapter 6 - 7 Role Play Group Presentations (Genograms)
July 2	EXAM 1: EGAN Chapters 1 – 7 and Class Discussion Lecture Egan Chapters 8 - 9 Role Play
July 9	Lecture Egan Chapter 10 - 12 Role Play
July 16	Lecture Egan Chapters 13 – 14 Role Play Genogram Paper Due
July 23	EXAM 2: EGAN Chapters 8 - 14 and Class Discussion Lecture Brock Chapters 1 – 2 Role Play
July 30	Lecture Brock Chapters 3 – 4 Tape Due (Include Tape or CD disc in a plastic baggie labeled with your name.
Aug 6	Last Day of Class EXAM 3: BROCK Chapters 1 – 4

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.

Tape Evaluation Part 1 of 2

2 to 3 pages, double-spaced. Include:

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

2. Strengths of session (What went well? / What counselor and/or client actions were helpful?)

3. Challenges of session (What did not go as well? / What counselor and/or client actions were not as helpful?)

4. What, if anything, do you wish you had done differently?

5. Possible direction to take next session.

6. Any additional comments (if any).

Tape Evaluation Part 2 of 2

Transcribe 5 continuous minutes verbatim (exact word-for-word) of any portion of the tape. If at any point you have a better response (one you wished you would have said – and this will often be the case) 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 as 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.

C: I'd like to know for certain.

T: And yet that certainty eludes you.

C: But what do you think?

T: I think you should make up your own mind.

BR: I can tell you really want to know what my decision would be. This is a personal decision for you to make and I'm willing to help you explore your values and your goals. I will support your decision process and help in ways that honor your independence and power.

C: Yeah. Well, it is a hard decision.

T: You have wrestled with it for many weeks now.