

**CNE 585 Pre-Practicum Techniques of Counseling**  
**College of Education**  
**Department of Educational Leadership and Counseling**  
**Sam Houston State University**  
**Fall 2007**

**INSTRUCTOR:**

Dr. Richard C. Henriksen Jr., Ph.D., LPC, ACS, NCC  
Office: Counselor Education Center, Room 120  
P.O. Box 2119, Huntsville, TX 77341  
Phone: 936-294-1209; Fax: 936-294-4277  
E-mail: [rch008@shsu.edu](mailto:rch008@shsu.edu)

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

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

Egan, G. (2007). *Exercises in helping skills: A manual to accompany the skilled helper* (8<sup>th</sup> ed.). Pacific Grove, CA: Brooks/Cole.

**[American Counseling Association 2005 Code of Ethics.](#)**

**Recommended:** Publication Manual of the American Psychological Association 5<sup>th</sup> Ed.

**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>

The curricula for this course (1) includes knowledge of the literature of the discipline and (2) ongoing student engagement in research and/or appropriate professional practice and training experiences.

**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**

<b>Objective/Learning Outcomes</b>	<b>Activities (*indicates Field-based activity)</b>	<b>Performance Assessment</b>	<b>Standard:</b> <ul style="list-style-type: none"> <li>• CACREP=CA</li> <li>• NCATE=NC</li> <li>• SBEC=SB</li> </ul>
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 and audiotapes of counseling sessions throughout the semester	<b>CA-K5b; 5c; 5d</b> <b>SB- II (3)</b>
2. To critique, role-play and films of professionals	Critique class members and video demonstrations of professional counseling sessions	Class discussion	<b>CA-K5a; 5b; 5g</b> <b>SB-VI (2)</b>
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	<b>CA-K2a; 2b; 2c; 2e; 2f;</b> <b>CA-K5g</b> <b>SB-I (6), (8)</b> <b>NC-1</b>
4. To understand and be respectful of individual differences	Student demonstrates during counseling differences between self and client (class member)	Videotapes and audiotapes are graded and feedback given by the instructor.	<b>CA-K2a; 2b; 2c; 2e; 2f</b> <b>CA-K5a; 5g</b> <b>SB-I (6)</b>
5. To develop strategies for establishing rapport and for developing trusting relationships with	Demonstration of relationship building skills during role-play of counselor-client sessions	Complete Videotape and Audiotape Evaluation Form	<b>CA-K5a; 5b;5c;5e; 5f;</b> <b>5g</b> <b>SB-II (3)</b>

learners/clients from all backgrounds			
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 counseling sessions.	Complete videotape analysis forms	<b>CA-K2b; 5b</b> <b>SB-VI (1)</b>
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	<b>CA-K2a; 2b; 2c; 2d; 2e; 2f</b> <b>SB-II (3)</b>
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.	<b>CA-K5f</b> <b>SB-V (1)</b>

**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. Students may tape record lectures, only with Dr. Henriksen's permission, provided they do not disturb other students in the process.

**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.

**Late work:** No work will be accepted late.

#### **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 and/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 two exams for the course. Questions on these exams will come from the readings in the texts, lectures, media presentations, and any class observations/discussions. **(Exams will be on-line in Blackboard)**

**Total: 200 points (2 exams at 100 points each)**

**2. Taped Sessions -** Students will be required to make five 15-minute audiotapes and two 30 minute audiotapes 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 for 15-minute audiotapes (10 points each) and 200 points for 30-minute audiotapes (100 pts. each)**

**All audio tapes must be on regular sized cassette tapes.**

PUT ONLY ONE SESSION ON EACH TAPE. THIS WILL AVOID CONFUSION WHEN A TAPE IS TURNED IN FOR GRADING.

**3. Family Assessment**—Each student will be responsible for interviewing a family unit that consists of two adults (same or different gender) Both significant others must be present during the interview. Confidentiality of this family will be protected, and no last names or identifying information that would breach confidentiality should be used in anyway in the written or oral information. The following assignment will be from this interview.

Note: Students are **NOT** permitted to interview family members (including distant biological or marital relatives such as second cousins, brother-in-laws, great aunts, etc...). Due to the personal nature of the interview, students are discouraged from interviewing those people where doing so may, due to the nature of the existing relationship, likely result in a lack of complete honesty or in strained relationships. This may include friends, work colleagues, or others with whom you may in be a current relationship. Obviously finding an appropriate family unit may be challenging so start searching soon.

**Total: 100 points**

This family assessment consists of three parts:

- I. **Genogram**—The history of the family will be tracked and intergenerational (include all grandparents of each partner) patterns will be examined. A hard copy of the genogram will need to be submitted to the professor for this assignment. **25 points**
- II. **Family Paper** – 2 to 5 pages body text length. 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. The references can be over any topic, but the references must be cited in the paper. Perhaps you might reference alcoholism treatment from a journal article if there is alcoholism in the immediate family and reference a book on ADHD if this is a diagnosis of concern for the family.  
**50 points**
- III **Oral Presentation** – Students will be graded on their presentation of the family assessment to the class. Students should demonstrate familiarity with the concepts of the genogram and a chosen counseling theory and be able to highlight significant information gained from the family interview.  
**25 points.**

### Recommendations:

I urge you to use a tape recorder or you will likely be overwhelmed with information to write down. I do **not** need a copy of the tape.

Do **NOT** put last names on the genograms or in the paper or use any identifying information that would reveal the identity of the family members. (Don't say L.K. is a mechanic at the Stop & Fix in North Zulch.) You could call him Larry and you could say he is a mechanic. Don't call him Mr. Rumpelstilzchen as he could be identified fairly easily with that information.)

Very specifically how does information gleaned from the genogram shed insight on current family functioning? What cycles, patterns, or belief system do NOT seem to have carried forward? Examples: One set of grandparents may have had a strong set of beliefs about money - that the rich are greedy, dishonest,...or conversely, that money is very important and should be valued above education. How has, if it has, this belief system impacted the current functioning of the family interviewed? Did they major in business in college in order to make more money? Did they value entrepreneurship as a result of a family business and skip college? What proof do you have that this is the reason? It is just speculation on your part? Did the family members state this verbally or imply it? How so? **BACK UP** your theories of past influence with statements or behavior patterns and state assumptions made that lacks sufficient hard evidence. In other words, evaluate both the family and your theories of the family.

What was the family's reaction to your creation of the genogram?

Do **NOT** waste time rehashing what can be seen on the genogram already. **DO** mention important information again if it is relevant to the point you are making. For example, "Uncle Sam, a recovering alcoholic for the past 4 years, is taking custody of the family's seventeen-year-old son while both partners are in rehabilitation. He considers this part of his 12<sup>th</sup> step". [This is relevant.]

Don't use detail such as "Uncle Sam, a 65 year-old retired plumber with a history of recurring prostate cancer who was married in 1976 to Aunt Cleo" since it is not relevant to how you would use the genogram in therapy. In other words, don't waste time with fluff and details – **DO** point out important information that is related however, so your reader won't have to scan the entire genogram constantly to understand your points.

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

### **Evaluation Summary**

Audiotapes (15 Min.)

**50 points**

Audiotapes (30 Min)

**200 points**

Family Assessment	
Genogram	<b>25 points</b>
Family Paper	<b>50 points</b>
Presentation	<b>25 points</b>
ACA Ethics Quiz	<b>20 points</b>
Exams (2@ 100)	<b>200 points</b>
<b>Total available points</b>	<b>570 POINTS</b>

## **Grading**

<b>A</b>	<b>=</b>	<b>513-570 points</b>
<b>B</b>	<b>=</b>	<b>456-512 points</b>
<b>F</b>	<b>=</b>	<b>Below 456 points</b>

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.**

**Course Calendar  
Fall 2007**

CNE 585 Pre-Practicum Techniques in Counseling

Date	Topic	Assignment
<b>Week 1</b> Aug 21	Introduction to course, requirements, and assignments Carkhuff's Levels Overview of Egan's Model <u>Egan: Chapter 1 Workbook Chapter 1</u> <u>Brock: Chapter 1</u>	
<b>Week 2</b> Aug 28	The Helping Model <u>Egan: Chapter 2 Workbook Chapter 2</u>	
<b>Week 3</b> Sept 4	The Helping Relationship <u>Egan: Chapter 3 Workbook Chapter 3</u>	<b>Audio Tape 1 Due</b>
<b>Week 4</b> Sept 11	Communication Skills <u>Egan: Chapter 4</u> <u>Brock: Chapter 2</u>	
<b>Week 5</b> Sept 18	Empathy <u>Egan: Chapter 5</u> <u>Brock: Chapter 3</u>	<b>Audio Tape 2 Due</b>
<b>Week 6</b> Sept 25	Using Probes and Summaries <u>Egan: Chapter 6</u> <u>Brock: Chapter 3</u>	
<b>Week 7</b> Oct 2	The Art of Confrontation <u>Egan: Chapter 7</u> <u>Brock: Chapter 4</u>	<b>Audio Tape 3 Due</b>
<b>Week 8</b> Oct 9	<b>Exam #1</b>	
<b>Week 9</b> Oct 16	Confrontation Skills <u>Egan: Chapter 8</u>	<b>Audio Tape 4 Due</b>
<b>Week 10</b> Oct 23	Reluctance, Resistance, and Resilience <u>Egan: Chapter 9</u> <u>Brock: Chapter 5</u>	



<b>Week 11</b> Oct 30	Helping Clients Tell Their Stories <u>Egan: Chapter 10</u> <u>Brock: Chapter 6</u>	<b>Audio Tape 5 Due</b>
<b>Week 12</b> Nov 6	<u>Decisions, Goals, and Plans</u> Egan: Chapter 11 Brock: Chapter 12	
<b>Week 13</b> Nov 13	Strategies and Plans <u>Egan: Chapters 13</u>	<b>Audio Tape 6 Due</b>
<b>Week 14</b> Nov 20	Taking Action <u>Egan Chapter 14</u>	<b>Family Assessment Due</b>
<b>Week 15</b> Nov 27	Review for Final Exam <b>Family Assessment Presentations</b>	<b>Audio Tape 7 Due</b>
<b>Week 16</b> Dec 4	<b>Family Assessment Presentations</b>	
<b>Week 17</b> Dec 11	<b>Final Examination</b>	

*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

## CNE 585 Pre-Practicum Skills Development Checklist

Name \_\_\_\_\_ Date \_\_\_\_\_  
Tape # \_\_\_\_\_ Audio \_\_\_\_\_

### CHECKLIST FOR AUDIO AND VIDEO TAPING SESSIONS

SKILLS	CHECK	PROVIDE EXAMPLES OR COMMENTS
1. <b>S</b> -squarely face client		
2. <b>O</b> -open posture		
3. <b>L</b> -lean toward client		
4. <b>E</b> -eye contact		
5. <b>R</b> -relaxed or normal		
6. Rapport		
7. Open questions		
8. Closed questions		
9. Reflection of feelings		
10. Reflection of content		
11. Summarization		
12. Presenting problem		
13. Open session		
14. Close session		
15. Empathy		
16. Challenge or Confrontation		

17. Leverage		
18. Self-Disclosure		
19. Immediacy		
20. Minimal Encouragers		
# of skills performed		

Overall, describe your effectiveness of using skills.

Overall, describe skills you believe you need to improve.

## 15-Minute Audio Tape Analysis

No more than one page typed single spaced.

Address the following:

1. Short summary of the session (4-5 sentences)
  - a. Information about the presenting client
  - b. Presenting problem
  - c. Any assignment agreed upon
2. Strengths of session.
3. Challenges of session.
4. What, if anything, do you wish you had done differently?
5. Possible direction to take next session.
6. Any additional comments (if any).

### 30-Minute Audio Tape Evaluation

1. What was the presenting problem for this video session?
2. How did the counselor 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.

### References

Cormier, S., & Hackney, H. (2008). *Counseling strategies and interventions* (7<sup>th</sup> Ed.). Boston, MA: Allyn and Bacon.

Evans, D. R., Hearn, M. T., Uhlemann, M. R., & Ivey, A. E. (2008). *Essential interviewing: A programmed approach to effective communication* (7<sup>th</sup> Ed.). Belmont, CA: Thomson.