

CNE 737 Advanced Counseling Practicum and Techniques
Fall, 2007
College of Education and Applied Science
Department of Educational Leadership and Counseling

A. Instructor: Daniel Eckstein, Ph.D.
 Room 143 CEC
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 Office Hours – Monday, Tuesday 1pm – 5:00pm;
 Wednesday , Thursday 1:00 – 4:00pm

B. Text/Readings: *Eckstein, D. & Kern, R. (2002). Psychological fingerprints: Dubuque, Ia. Kendall Hunt*

C. Course Description:

Supervised experience in counseling. Students meet for individual supervision and in a seminar group to assess their effectiveness in their helping relationships, to obtain feedback on tapes and observation, and to integrate these learnings into their counseling behavior.

Doctoral students will demonstrate advanced skills in observation, client case conceptualization, treatment planning, and supervision. Special attention will be given to students' ability to diagnosis and treat the most commonly encountered psychological disorders in mental health clients while demonstrating competencies in ethical decision making and clinical practice.

Standards Matrix:

Objectives/Learning Outcomes	Activities (* indicates field-based activity)	Performance Assessment	Standards: • <u>State Standards</u> • <i>Specialty Organization Standards</i>
1. To understand one's effectiveness in the helping	Analysis of clinical work by critiquing clinical sessions.	Complete clinical session forms.	<i>CE&S</i> <i>II-C9</i> <i>III-A</i>

relationships.			
2. Identify proficiency level of counseling skills when working with clients.	Videotape a clinical session.	Select a segment of the videotape to present in class.	<i>CE&S II-D1 III-A</i>
3. Demonstrate appropriate case conceptualization, assessment, and intervention procedures.	Presentation of cases in class and treatment plans.	Grading of participation and treatment plans.	<i>CE&S II-C1; C7; C9; D1</i>
4. Develop advanced skills in treatment planning.	Prepare a life-style assessment on both yourself and one other person	Grading of treatment plans.	<i>CE&S II-C9; D1 III-A</i>
5. Understand case conceptualization by synthesizing and analyzing details for diagnostic impression and treatment of DSM-IV psychological disorders presented by	Select from a list of current topics in counseling:	PowerPoint and/or handout of disorder presented in class. Develop a handout for students. .	<i>CE&S II-C9; D1 III-A</i>

clients.			
6. Demonstrate competencies in ethical decision making and clinical practice.	Adhere to American Counseling Association Ethical Standards and Association for Counselor Education and Supervision Ethical Guidelines for Counseling Supervisors	.complete ethical geneogram and interview a peer on his or her responses	<i>C&S II-C8 III-A</i>
7. Expand self-awareness by reflecting on professional development as a counselor educator .	Complete individual life-style self-analysis	Presentation of portfolio for analysis.	<i>C&S II-D1; D2</i>
8. Demonstrate sensitivity to and awareness of differences in others.	Design and deliver an in-class psycho-educational training module	Instructor and group feedback	<i>C&S II-C9</i>
9. Participate in professional development activities and conferences.	Attend TCA or related conference	Prepare a 3-5 page paper about what you have learned and how this information is important to you in your current (or desired) position.	<i>CE&S II-D3</i>
10. Participate in individual and group	Videotape clinical sessions and select segments for the supervisor and the group seminar.	Professional preparedness for individual and group	<i>CE&S III-C</i>

supervision.		supervision.	
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Web address for specialty organization standards: **CACREP:**
<http://www.counseling.org/cacrep/2001standards700.htm>

D. Course objectives and format:

Using the “KSA” learning objective model the course is meant to help learners:

1. Gain additional **knowledge** about counseling assessment, theory, and interventions.
2. Demonstrate such **skills** as: intervening, encouraging, confronting, reframing, and both designing and delivering preventative psycho-educational training modules.
3. To facilitate greater personal **awareness** both intrapersonally and interpersonally relative to the relationship of one’s own therapeutic style on one’s counseling theory and interventions.

This doctoral practicum course is meant both to enhance and to refine one’s own counseling skills as well as to further assist in the learner becoming a professional counselor. The format for this course will consist of discussion/presentation of psychological disorders and case discussion and presentations of the students’ clinical experiences.

E. Attendance Policy:

The following represents the attendance policy for all courses in the Counseling Program. Students are permitted to miss one class (3 hours) with no penalty, but a call to the professor is expected.

F. CACREP Requirements

Doctoral students are required to participate in a supervised advanced practicum in counseling. If conducted at the student’s work site, the practicum experience must include new learning that is qualitatively different from the student’s occupational responsibilities. The purpose of this practicum is to develop and/or refine advanced counseling skills which should conceptually link counseling practice to teaching and supervision. For students who are already licensed, you may enter into a consultation arrangement with a colleague for case consultation.

For students who are currently being supervised for licensure, you may continue to use the same supervisor for the requirements of this class.

For students who are not in either of the above categories: They will need to enter into a supervisory relationship to complete the requirements of the course.

G. Course Requirements and Grading :

1. Design and deliver an in-class psycho-educational training workshop with a colleague. The four sub-group presentations will include: boundaries; reframing; NLP, and early recollection's interpretation.
2. Log 100 direct and 200 indirect individual, group, and/or training presentation hours.
3. Arrange for a site visit with the instructor.
4. Present an in-class video based case presentation and transcript of 15-20 minutes of the session utilizing the format presented in class by the instructor.
5. Present a 15-20 summary of one cassette and video tape based on the 2005 Evolution of Psychotherapy conference.
6. Complete two life style interviews and interpretations, one of which is your own self-assessment.
7. Complete a writing project. This can be contributing to the human growth text mentioned in class, another project with the instructor and/or some writing project of your own selection. It is meant to be a journal quality project which can help your own career.

Your final grade will be based on one-fourth each of the following activities: your sub-group presentation, your site visit and in-class case presentation skills demonstrations, and your writing project.

H. Disability Statement:

It is the policy of Sam Houston State University that no otherwise qualified disabled individual shall, solely by reason of his/her handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any academic or Student Life program or activity. Disabled students may request help with academically related problems stemming from individual disabilities from their instructors, school/department chair, or by contacting the Chair of the Committee for Continuing Assistance for Disabled Students and Director of the Counseling Center, Lee Drain Annex, or by calling (936) 294-1720.

I. 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.

J. Tentative Course Schedule: (times and activities may be modified by mutual consent of the instructor and the students)

1. Aug. 21: Introduction and overview to the course; goals, roles, norms, objectives; instructor expectations; Jeff Zeig video + processing questions; “The Naming process” interviews; select books, and tapes; complete VA signature strengths by taking the questionnaire at www.authenichappiness.com.

2. Aug. 28: “Signature strengths” interviews; encouragement micro-lab; create sub-groups; Instructor ABPP work sample

3. Sept. 4: Issues in counseling children; Conrad Aikens’ “sweet snow/silent snow” short story; Share four Evolution of psychotherapy conference tapes; Life-style theory (Psychological Fingerprints, Chaps. 1-3); guidelines for effective presentations; the experiential learning cycle; sub-group planning.

4. Sept. 11: Boundaries sub-group presentation; Share four cassette tape summaries; “The mind as builder/The mind as destroyer: an introduction to

Psychoneuroimmunology (PNI); “Socratic questions and the ADAPT problem solving model.”

5. Sept. 18: Reframing sub-group presentation; Young Schema interviews; Kopp Case Study micro-lab; writing planning time.

Note:

Sept. 20-21. **Pat Love, Ed.D.**

Faculty Emeritus, Imago Relationships International

Deepening Imago Theory and Practice:

Continuing the Personal and Professional Journey

A Workshop for ALL Therapists

Wishing to Enhance Their Skills in Working with Couples

12 CEUs (Pre-Approved for LMFT, LSW and LPC)

Friday, September 21 - Saturday, September 22

8:00am – 4:00pm Friday and 8:30am – 4:00pm Saturday

Free presentation: Friday night

Unity Church of Christianity

The Pyramid

2929 Unity Drive

Houston , TX 77057

\$275.00 (contact "Laura Jean" lrainbell@comcast.net)

Continental Breakfast and CEUs Included

6. Sept. 25: NLP sub-group presentation; Part A. Video tape presentations (three presentations); “Walls and windows” interviews

7. Oct. 2: ER interpretations sub-group presentation; Part B. video presentations (4-6); “Battered Woman Syndrome.”

8. Oct. 9: Part C video presentations (7-9); Sensing interviews; Teambuilding/consultation skills; Discuss Psychological Fingerprints, Chaps. 4-7.

9. Oct. 16: Book reports part A (1-3); Joseph Campbells’ “hero of a thousand faces” interviews; writing planning sub-groups

10. Oct. 23: Book reports, part B (4-6); Case Studies, part A (1-2); “ethical genogram” interviews

11. Oct. 30: Book reports, part C (7-9); Case studies, part B (3-4); “stylistic counseling multi-cultural interviews;” Egan, “counseling around the world;” Cooke, “cultural identity.”

12. Nov. 6: Case studies, part C (5-6); “F.A.M.I.L.Y” life-balance interviews; “reminiscent therapy;” writing sub-groups

Note: **Nov. 8-10 Texas Counseling Association Annual conference**, Corpus Christi

13. Nov. 13: Case studies, part D (7-9);; anger case study; share life-style interviews, part A (1-4).

14. Nov. 20: Share life-style interviews, Part B (5-9); metaphors micro-lab; Freud’s psychosexual stages applied to stages of counseling; Pancner’s Wizard of Oz metaphor applied to the spiritual dimension of counseling;

15. Nov. 27: Turn-in writing projects; existential reflections relative to death and dying workshops; your history of losses micro-lab; summary, closure, feedback