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

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

Summer 2008

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Optional Text/Readings:  

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;

<table>
<thead>
<tr>
<th>Objectives/ Learning Outcomes</th>
<th>Activities (* indicates field-based activity)</th>
<th>Performance Assessment</th>
<th>Standards:</th>
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<td>1. Students will demonstrate an increased knowledge of Adlerian, NLP, and Gestalt theory</td>
<td>Discussion of course packet containing information pertinent to understanding the theory of the three models</td>
<td>Classroom participation and discussion</td>
<td>CACREP-K.3.c, K.7.b, CC.C.4, CC.C.5</td>
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| 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 | CACREP-K.3.c, K.7.b, CC.C.4, CC.C.5 |

| 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 | CACREP-K.3.c, K.7.b, CC.C.4, CC.C.5 |

| 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 | CACREP-K.3.c, K.7.b, CC.C.4, CC.C.5 |

**Course Format:**

This is a lecture based course that will include student participation and discussion. Guest presenters, lecturettes, 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 ACTIVTIES:

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