

COUN 505-11: Helping Relationships
University of Bridgeport
Fall 2021

Instructor: Fredrick Dombrowski, PhD, LPC, LADC, NCC, CCMHC, MAC

Course Day/Time: Tuesdays 4:00 to 6:30

Class Location: Mandeville Hall Room 311

Zoom Link: <https://bridgeport.zoom.us/j/93368968873>

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Office: 304 Bates Hall

Office Hours: Tuesdays, 2:00-3:30pm, Thursdays, 11:00am-12:30pm, by appointment

Course Description: This course provides a definitive view of the counseling relationship, characteristics of the counselor, and elements of the counseling process. Through experiential exercises and simulated videotaped counseling sessions, students will attain skills such as attending, empathetic and active listening skills, reflection, and reframing, needed to facilitate change. This course introduces students to the foundational counseling skills associated with Motivational Interviewing.

Course Texts:

Hackney, H. L., & Bernard, J. M. (2017). *Professional counseling: A process guide to helping* (8th ed.). Pearson.

Tober, G., & Raistrick, D. (2007). *Motivational dialogue: Preparing addiction professionals for Motivational Interviewing practice*. Rutledge. ISBN 9781583912966

Course Objectives: By the end of this course, through satisfactory performance, students should be able to demonstrate the following:

1. Self-care strategies appropriate to the counselor role (CACREP II.F.1.1.)
2. Multicultural counseling competencies (CACREP II.F.2.c.)
3. Theories and models of counseling (CACREP II.F.5.a.)
4. Counselor characteristics and behaviors that influence the counseling process (CACREP II.F.5.f.)

5. Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g.)
6. Evidenced-based counseling strategies and techniques for prevention and intervention (CACREP II.F.5.j.)
7. Methods of effectively preparing for and conducting initial assessment meetings (CACREP II.F.7.b.)
8. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP II.F.7.c.)
9. Procedures for identifying trauma and abuse and for reporting abuse (CACREP II.F.7.d.)

Professional Standards Addressed:

UB Learning Outcomes	CACREP 2016 Standards	Curriculum Experience	Outcome Assessment
Conduct an interview with effective attending and listening skills	II.F.5.f. II.F.5.g. II.F.7.c. II.F.7.d.	<ul style="list-style-type: none"> • Students will be introduced to effective counseling skills through didactic lecture, role play, observation, and class discussion • Students will improve their listening and attending skills in recorded, mock counseling sessions • Students will receive instructor and peer feedback regarding their performance in each recorded session 	<ul style="list-style-type: none"> • Videos 1-4 Presentations (see assignment requirements) • Structured Student Reflections (see template)
Explain the nature of an effective helping relationship	II.F.5.a. II.F.5.f.	<ul style="list-style-type: none"> • Students will be exposed to evidence-based helping strategies through didactic lecture and interactive class activities • Students will identify effective helping skills by observing their peers' recorded sessions 	<ul style="list-style-type: none"> • Videos 1-4 Presentations (see assignment requirements) • Structured Student Reflections (see template)
Applies models of wellness and wellbeing to self	II.F.1.1. II.F.5.f. II.F.5.j.	<ul style="list-style-type: none"> • Students will reflective assignments, in which they may discuss wellness models alongside their own wellbeing and how it relates to performance and effectiveness as a clinician 	<ul style="list-style-type: none"> • Structured Student Reflections (see template) • Session Recording Assignments (see rubrics) • Final Reflection (see template)

Describe transtheoretical models of human behavioral change	II.F.5.a.	<ul style="list-style-type: none"> Students will be introduced to transtheoretical models of change through didactic lecture 	<ul style="list-style-type: none"> Structured Student Reflections (see template) Session Recording Assignments (see rubrics) Final Reflection (see template) Final Class Presentation (see requirements)
Describe aspects of self which support an effective helping relationship, and any limitations which could potentially hinder the ability to facilitate an effective helping relationship	II.F.2.c. II.F.5.f.	<ul style="list-style-type: none"> Students will be exposed to both beneficial and detrimental elements of helping relationships through lecture, class discussion, and role play Students will receive constructive feedback regarding their own helping skills as demonstrated through regular session recordings 	<ul style="list-style-type: none"> Videos 1-4 Presentations (see assignment requirements) Session 4 Recording (see rubric)
Apply the correct structure to a counseling session	II.F.5.g. II.F.7.b.	<ul style="list-style-type: none"> Students will observe professional and peer counseling sessions Students will practice proper structuring in regular, recorded mock sessions 	<ul style="list-style-type: none"> Video 1-4 Presentation (see assignment requirements) Structured Student Reflections (see template)
Demonstrate the skills of attending, active listening, primary counseling/helping responses, confrontation, goal setting, and implementing action plans with potential clients	II.F.5.g.	<ul style="list-style-type: none"> Students will be introduced to effective attending, listening, and other applicable skills through didactic lecture, role play, observation, and class discussion Students will improve their ability to formulate and implement action plans by incorporating instructor feedback into their work 	<ul style="list-style-type: none"> Structured Student Reflections (see template)
Show focus and maintain direction throughout a counseling session	II.F.5.g.	<ul style="list-style-type: none"> Students will conduct regular mock counseling sessions and receive constructive feedback related to the helping process 	<ul style="list-style-type: none"> Videos 1-4 Presentations (see assignment requirements) Structured Student Reflections (see template)

Course Policies:

1) Attendance: Weekly attendance is expected. As such a maximum of two absences are permitted. **Students missing more than two course meetings will be reduced one full letter grade in the course.**

Excused absence: An excused absence requires that a student provide written request to his/her faculty member. An excused absence is limited to the circumstances and deadlines narrowly defined below:

- **Religious Holidays:** must be requested in writing to the faculty member at least three (3) days before the religious holiday. Ex post facto (after the fact) notice is not accepted;
- **Known Medical or Legal Reason for Student:** must be requested in writing at least three (3) days before the absence. Documentation may be required by the faculty member. Ex post facto notice is not accepted;
- **Death in Immediate Family:** includes death of significant other, child, mother, father, siblings and/or grandparents. Written notice must be provided within three (3) days of the absence;
- **Medical:** unplanned medical or health issue, including without limitation: car accident, illness, injury to body, etc. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member; or
- **Miscellaneous Extenuating Circumstances:** unexpected or unplanned circumstances, including without limitation: inclement weather or serious illness of dependent. Written notice must be provided within three (3) days of absence. Documentation may be required by the faculty member.

Any missed assignment or examination must be made up within one week of the excused absence. If the student fails to timely do so, s/he shall receive an automatic grade of zero for the missed work.

Unexcused Absence: An unexcused absence is defined as follows:

- An absence which, in the faculty member's discretion, does not qualify as excused absence (as defined above); or
- Any instance where a student arrives to class more than 20 minutes late to class or leaves class more than 20 minutes early. It is the student's responsibility to confirm with the faculty member that s/he has been marked present.

2) Late/Make-up Policy: Coursework submitted late will have the opportunity to earn a portion of the total original worth of the assignment.

- **One** day late: 10% deduction from the total original worth of the assignment
- **Two** days late: 20% deduction from the total original worth of the assignment
- **Three +** days late: 25% deduction from the total original worth of the assignment

For example, a 100-point assignment submitted late can earn up to 90 total points (1 day); 80 total points (2 days); 75 total points (3+ days).

3) Academic Integrity & Honesty: The University of Bridgeport is committed to fostering an environment of academic integrity, mutual respect, and individual responsibility. We are a community that values the voice of students in their pursuit of academic excellence and personal growth. By choosing to be a member of this community, each student demonstrates respect for the core values of trust, honesty, and ethical behavior, and commits to upholding these standards. These principals guide conduct both in and out of the classroom and on and off campus. This applies to interactions with all members of the community as well as the use of university resources and facilities.

In addition to the guidelines outlined in the Key to UB and the Catalog of University of Bridgeport, note that students that are found to be responsible for plagiarism may be separated from the counseling program immediately.

Minimally, university policy calls for the following:

- 1st offense – fail the assignment
- 2nd offense – fail the class
- 3rd offense – separation from school

A record of student plagiarism cases in the Provost's Office in order to determine 1 – 3 offensives.

4) Drop/Add: Please refer to the current school catalog for policy related to schedule changes, dropping and/or adding classes, dates and deadlines.

5) Disability Accommodation Policy and Procedure: The University of Bridgeport is committed to providing services to qualified students with disabilities so that they receive an equal educational opportunity. Student Accessibility Services (SAS) offers a private and confidential atmosphere for students to talk about their disabilities and accommodations requests. All accommodations are determined on an individual basis. To receive services or accommodations, students are advised to provide appropriate documentation well in advance of the beginning of the semester, preferably at least two months prior to the beginning of each academic semester. While every effort will be made to arrange accommodations in a timely fashion, failure to provide sufficient advance notice may impede delivery service. In order to begin the process of requesting accommodations, students can contact Student Accessibility Services (SAS) at 203-576-4454 or email accessibilityservices@bridgeport.edu.

Students who have not yet addressed and need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If there is a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me through email. I aim to work collaboratively with students and UB Student Accessibility Services in order to ensure students are learning in an environment conducive for their success.

6) Information on Class Contact Hours:

The federal government and NEASC both define credit hours and contact hours in the following ways:

- 1) This class meets for two and a half hours each week for approximately fifteen weeks for one semester. This means that there are approximately 36 hours of direct contact time, either face-to-face classroom or direct faculty instruction.
- 2) An additional 12 hours of lab requirements outside of class (4 video-taped, role play sessions) and other homework assignments are required for this 4-credit course.

7) Program Assessment for CMHC Students:

During the first 1-2 weeks of the semester, Clinical Mental Health Counseling (CMHC) students will be reminded to request evaluation for each of their courses via Taskstream (**instructions are uploaded on Canvas**). This allows for assessment of UB’s CMHC program, as required by CACREP (2016). CMHC students must request evaluation for each of their classes by the end of the semester.

Grading Scale

A	90-100%	311-346 Points
B	80-89.99%	276-310 Points
C	70-79.99%	241-275 Points
F	0-69.99%	0-240 Points

- 1. Motivational Interviewing video paper.....20 points
- 2. Session 1 Recording and Reflection.....65 points
- 3. Session 2 Recording and Reflection105 points
- 4. Session 3 Recording and Reflection144 points
- 5. Session 4 Recording.....185 points
- 6. Motivational Interviewing Paper100 points
- 7. Attendance.....50 points

Grade	% of Total Points	Grade	% of Total Points
A	93-100	B-	80-82.99
A-	90-92.99	C+	75-79.99
B+	86-89.99	C	70-74.99
B	83-85.99	F	≤ 69.99

Assignments:
Motivational Interviewing Video Review

Please watch the following video:

<https://www.youtube.com/watch?v=-zEpwxJIRQI&t=266s>

As you become a counselor, it is important to use the basic foundational counseling skills despite whatever therapeutic technique you align with. There are various conceptualizations in which we view the client's problems. As we review these basic foundational skills, you are asked to assume a Motivational Interviewing point of reference for the client. This means that the client must be treated with respect, unconditional positive regard, and must have autonomy to make their own decisions. Arguing with a patient about their behaviors will not illicit change.

We conceptualize that the client may struggle to make decisions which will help them overall. This happens for various reasons. Among these reasons are:

Change is hard and scary.

A negative behavior (even if it is harmful) can still provide some sense of relief.

The behavior becomes a lifestyle.

The behavior can be a key coping strategy even if harmful.

The behavior can be a part of the individual's identity.

From a Motivational Interviewing perspective, we assess a client's motivation to change and work with them to go through the stages of change. Please review the following video and complete a 3 page paper, Time New Roman 12 point font, double spaced reviewing the following information:

What are your thoughts about the clinician's discussion with the client?

How did the clinician show unconditional positive regard?

How did the clinician use Open Ended Questions, Affirmations, Reflective Listening, and Summarizing (OARS Skills)?

Writing at a graduate level is mandatory and you must have appropriate writing to be successful as a clinician. Your writing style will be graded throughout your graduate training. If you are struggling with your writing, you can be linked with the writing center for help.

Upload this assignment to Canvas, due August 31st at 4:30pm.

Session 1 Recording and Reflection

Part I: Students will record a 25 minute zoom session with their partner. Students will review informed consent during the first mock client session and turn in the completed form on Canvas following the conclusion of the counseling session. Students will also use the foundational skills of Motivational Interviewing (OARS) identified through items 1 through 5 on the MIA: STEP assessment. Please review the **Session 1 Rubric** on Canvas to ensure all aspects are addressed in your recording.

Part II: Students will view their recorded Session 1 in full and write a **3-5 page** reflection paper. Please see the reflection template on Canvas for reference.

Session 2 Recording and Reflection

Part I: Students will record a 45 minute zoom session with their partner. Students will complete an intake form with their mock client and turn in the completed form on Canvas following the conclusion of the counseling session. Please review both the **Session 2 Rubric** and the **Intake Example/Template** on Canvas to ensure all aspects are addressed in your recording and intake assignment. Students will be expected to use the skills associated with items 1 through 5 on the MIA: STEP assessment.

Part II: As part of our sixth in-class meeting, students will provide their peers with a demonstration of the Session 2 Recording (**5-10 minutes**). Make sure the portion of your video can highlight **your strengths** and **areas that need improvement**. Be able to demonstrate that you understand concepts discussed in class by pointing them out during your presentation.

Part III: Students will view their recorded Session 2 in full and write a **3-5 page** reflection paper. Please see the reflection template on Canvas for reference.

Session 3 Recording and Reflection

Part I: Students will record a 45 minute zoom session with their partner. Students will record Students will transcribe **10 minutes** of their recorded Session 3 video. In a separate column, next to the transcribed text, students will state the skill they were using, the intention behind the skill, and provide an alternative utterance. Please review the **Session 3 Rubric** and the **Transcription Template** on Canvas to ensure all aspects are addressed in your recording and transcription assignment. Students will be expected to use the skills associated with the items 1 through 10 on the MIA:STEP assessment. During this session, students will be asked to engage in “Rolling with Resistance” techniques.

Part II: As part of our tenth in-class meeting, students will provide their peers with a demonstration of the Session 3 Recording (**5-10 minutes**). Make sure the portion of

your video can highlight *your strengths* and *areas that need improvement*. Be able to demonstrate that you understand concepts discussed in class by pointing them out during your presentation.

Part III: Students will review their transcription and recorded Session 3 in order to write a **3-5 page** reflection paper. Please see the reflection template on Canvas for reference.

Session 4 Recording

Part I: Students will complete a 45 minute discharge session. Students will write a progress note of their 4th recorded session and turn in the completed progress note on Canvas following the conclusion of the counseling session. Please review the **Session 4 Rubric** on Canvas to ensure all aspects are addressed in your recording. During this session, students will be asked to show the skills associated with MIA: STEP 1 through 13.

Part II: As part of our last in-class meeting students will provide their peers with a demonstration of the Session 4 Recording (**5-10 minutes**). Make sure the portion of your video can highlight *your strengths* and *areas that need improvement*. Be able to demonstrate that you understand concepts discussed in class by pointing them out during your presentation.

Part III: For the final reflection assignment, students will review their recorded Session 4 in full and write a **4-6 page** reflection paper. Please see the reflection template on Canvas for reference.

Motivational Interviewing Review Paper

You will write a paper using Times 12 point font, double spaced to review various aspects of Motivational Interviewing.

Your paper will be between 4 and 6 pages excluding title page and reference page (use your books and other resources as a references)

During this paper you will be asked to identify the following factors:

What are the foundational beliefs that are consistent with Motivational Interviewing?

How does change occur within MI?

What is the role of the counselor?

What are some "Rolling with Resistance" techniques? When would you use them?

What are your thoughts about MI?

Upload this assignment to Canvas, due November 30th at 4:30pm.

Session	Length	Clinical Skills	Required Documentation	Point Value
Session 1	15-20 minutes	1. Informed consent 2. Developing rapport 3. OARS Skills	1. Consent Form 2. Reflection Paper	65
Session 2	45 minutes	1. Essential counseling skills 2. Problem identification and goal-setting 3. OARS Skills	1. Intake Form 2. Reflection Paper	105
Session 3	45 minutes	1. Awareness of client's needs 2. Theory-based strategies and techniques 3. OARS Skills, rolling with resistance.	1. Transcription 2. Reflection Paper	144
Session 4	45 minutes	1. Evaluation of client's progress 2. Termination 3. OARS skills, discharge.	1. Progress Note	185

An adapted version of the *Counseling Competencies Scale – Revised (CCS-R)* will be used to evaluate students' counseling skills and development of a therapeutic relationship (Part I of grading rubrics), as well as students' professional dispositions and behaviors (Part II of grading rubrics) **See Canvas for Rubrics**

a) A score of 2-4 MUST be earned for each skill demonstrated in Part I of each rubric in order for the student to advance to the next recorded assignment

Exceeds Expectations/Demonstrates Competencies (4) = the student demonstrates **strong** (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Meets Expectations/Demonstrates Competencies (3) = the student demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum/internship

Near Expectations/Developing towards Competencies (2) = the student demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Below Expectations/Insufficient/Unacceptable (1) = the student demonstrates **limited** or **no** evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (0) = the student demonstrates **harmful** use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

- b) Students who earn a score of 1 or below on any given skill will meet with the course instructor to discuss feedback. The student will then re-do the assignment (i.e., re-record the session) within one week to be reevaluated. Students may reattempt a session no more than twice.
- c) If after three total attempts a student cannot sufficiently demonstrate the skills required on any of the rubrics (fail to earn a score of 2, 3, or 4), the student will not pass the course.

Tentative Course Schedule

CLASS DATE	TOPIC	READINGS/ASSIGNMENTS DUE	CACREP 2016 Standards
8/24/21	Course Introduction Motivational Interviewing Conceptualization Conceptualizing the Helping Profession	<i>Chapter 1</i>	II.F.1.1. II.F.5.f.
8/31/21	Structure of Counseling Building a Working Relationship Active Listening	<i>Chapter 2 (p.20-23)</i> <i>Chapter 3</i> <i>Chapter 4</i> Paper 1 due: YouTube video reflection paper due 8/31/21	II.F.2.c. II.F.5.f. II.F.5.g.
9/7/21	Verbal Skills of Counseling Questioning Techniques Assessing Client Problems: Intake and Mental Status Exam (MSE)	<i>Chapter 2 (p.25-26)</i> <i>Chapter 5</i> Session 1 Recording AND Consent Form Due (by class) Reflection 1 Due (by midnight on Friday Sep. 10th)	II.F.1.1. II.F.5.f. II.F.5.g. II.F.7.b. II.F.7.c. II.F.7.d.
9/14/21	Verbal Skills of Counseling Reflective Techniques	<i>Chapter 2 (p.24, 27-35)</i>	II.F.5.f. II.F.5.g.

9/21/21	Developing Counseling Goals	<i>Chapter 6</i>	II.F.5.f. II.F.5.g.
9/28/21	<i>In-Class Presentations</i>	Session 2 Recording AND Intake Form Due (by class) Reflection 2 Due (by midnight on Friday Oct. 1)	II.F.1.i. II.F.2.c. II.F.5.f. II.F.5.g. II.F.7.b. II.F.7.c. II.F.7.d.
10/5/21	Client Conceptualization Counseling Strategies	<i>Chapter 7</i>	II.F.2.c. II.F.5.f. II.F.5.g.
10/12/21	Affective Counseling Strategies Cognitive Counseling Strategies		
10/19/21	Behavioral Counseling Strategies Systemic Counseling Strategies		<i>Chapter</i> <i>Chapter</i>
10/26/21	<i>In-Class Presentations</i>	<i>Chapter 10</i> <i>Chapter 11</i>	II.F.5.a. II.F.5.f. II.F.5.j.
11/2/21	Clinical Documentation	Session 3 Recording AND Transcription Due (by class) Reflection 3 Due (by midnight on Friday Nov. 5)	II.F.1.i. II.F.2.c. II.F.5.a. II.F.5.f. II.F.5.g. II.F.5.j.
11/9/21	Termination and Documentation	<i>No reading from textbook</i>	II.F.5.f. II.F.5.g.
11/16/21	Telehealth	<i>Chapter 12</i> Motivational Interviewing Paper due 11/16/21	II.F.5.f. II.F.5.g.
11/23/21 11/30/21	<i>In-Class Presentations</i> Session 4 Recording AND Progress Note Due (by class) Final Reflection Paper Due (by Dec 3rd)	Session 4 Recording due by class, final reflection due December 3rd	

NOTE: I reserve the right to make changes to the syllabus. All changes will be announced in class or through e-mail. If class is canceled for any reason, continue with assignments and readings as listed on the syllabus AND look for an email from the instructor with any additional changes. If you are absent, you are still responsible for any assignments due.