

COUN 570-M4HB: Strategies and Techniques of Counseling
University of Bridgeport
Spring 2023

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

Course Day/Time: Tuesday 6:30-9:00pm

Class Location: Carlson Hall Room 106

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Office: 304 Bates Hall

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

Course Description: Building on basic listening skills this course focuses on developing strategies and interventions that promote therapeutic movement for the client. Techniques of various theoretical orientations will be presented and practiced. Simulated role plays and videotaped sessions provide active opportunities to develop the skills. In addition to classroom expectations, Students are expected to spend time out of class in the Counseling Lab.

Course Texts:

Cormier, S., Nurius, P. S., & Osborn, C. J. (2017). Interviewing and change strategies for helpers (8th ed.). Boston, MA: Brooks Cole.

MANDATORY TEXT: You as the student must choose a theoretical orientation and purchase the main book associated with your chosen theoretical orientation. This will be reviewed during the 1st class.

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

1. Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.F.1.i.)
2. Multicultural counseling competencies (CACREP II.F.2.c.)
3. A general framework for understanding differing abilities and strategies for differentiated interventions (CACREP II.F.3.h.)
4. Theories and models of counseling (CACREP II.F.5.a.)
5. The impact of technology on the counseling process (CACREP II.F.5.e.)

6. Essential interviewing, counseling, and case conceptualization skills (CACREP II.F.5.g.)
7. Developmentally relevant counseling treatment or intervention plans (CACREP II.F.5.h.)
8. Development of measurable outcomes for clients (CACREP II.F.5.i.)
9. Crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (CACREP II.F.5.m.)
10. Methods of effectively preparing for and conducting initial assessment meetings (CACREP II.F.7.b.)
11. Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (CACREP II.F.7.c.)
12. Procedures for identifying trauma and abuse and for reporting abuse (CACREP II.F.7.d.)
13. Principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP V.C.1.c.)
14. Intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management (CACREP V.C.3.a.)
15. Techniques and interventions for prevention and treatment of a broad range of mental health issues (CACREP V.C.3.b.)

Professional Standards Addressed:

UB Learning Outcomes	CACREP 2016 Standards	Curriculum Experience	Outcome Assessment
Demonstrate ability to properly educate the client about the therapeutic process, client rights, privilege, and confidentiality, through the process of informed consent	II.F.1.i. II.F.5.e. II.F.7.b. V.C.3.a.	<ul style="list-style-type: none"> • Students will practice the proper informed consent process in recorded counseling sessions 	<ul style="list-style-type: none"> • Video 1 • Counseling Skills Self-Assessment Assignment - Progress note 1 - Self-Assessment Rubric 1 • Creative Technique
Utilize counseling strategies and techniques appropriate to presenting problem to promote therapeutic movement	II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.e. V.C.3.b.	<ul style="list-style-type: none"> • Students will improve their counseling skills by recording and reviewing multiple mock counseling sessions • Students will compose treatment notes and self-evaluation papers based on their recordings 	<ul style="list-style-type: none"> • Videos 2-4 • Counseling Skills Self-Assessment Assignment - Progress notes 2-4 - Transcript Analysis 2-4 - Self-Assessment Rubric 2-4 • Creative Technique

Demonstrate the ability to modify counseling systems, techniques, and interventions, to reflect appropriateness of fit for diverse client populations	II.F.2.c. II.F.5.a. II.F.5.h. V.C.3.b.	<ul style="list-style-type: none"> • Students will reflect on their ability to modify their clinical skills and techniques through self-evaluation papers and reflective journals • Students improve their ability to adapt to differing clients through mock sessions and subsequent feedback 	<ul style="list-style-type: none"> • Theoretical Orientation Reflective Journals 1-6 • Videos 2-4 • Creative Technique
Employ knowledge and principals of various theoretical orientation to case conceptualization	II.F.5.a. V.C.3.b.	<ul style="list-style-type: none"> • Students will adopt a theoretical orientation under which to conduct their recorded sessions • Students will improve their ability to adhere to the tenets of their theoretical orientation through recorded sessions and reflective journals 	<ul style="list-style-type: none"> • Theoretical Orientation Reflective Journals 1-6 • Videos 2-4 • Counseling Skills Self-Assessment Assignment <ul style="list-style-type: none"> - Progress notes 2-4 - Transcript Analysis 2-4 - Self-Assessment Rubric 2-4

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.

Course Requirements/Evaluation Criteria:

In-Class Participation (10 points)

Students are expected to participate in in-class activities, role plays, and experiential learning opportunities. A positive attitude, openness to constructive feedback, and respect

for peers reflective of the Department of Counseling non-academic standards is required to earn maximum points for participation.

Weekly Online Personal Growth Challenges (4pts x 8 weeks = 32pts)

As you are the most important tool you have as a clinician, it is essential to continually strive for personal growth, awareness, and become mindful of your words, biases, and behaviors. To aid in this process, each week a personal challenge will be presented to you at the conclusion of lecture. This challenge will then be available on Canvas as part of the module for the week. Attempt the weekly challenge and discuss your experience in the discussion on Canvas. Be sure to read the responses of others as we will discuss your thoughts at the beginning of each class meeting. Weekly discussions will be available immediately after lecture and will close on Wednesdays at 11:59pm. Late discussions will not receive any credit.

Theoretical Orientation Reflective Journal (8pts x 5 weeks = 40 pts)

The purpose of this opportunity is for you to synthesize your class experiences, to reflect on personal development, integrate theory, and to expand your own learning experiences from current literature in the field of counseling. The journal submission should provide me with insight into your knowledge, feelings, experiences, interests, and curiosities with regard to the material presented in the literature. Journal entries should NOT be a summary of the article, but rather a discussion as to how you will begin to utilize the information and integrate theory with the skills presented in the course. Six journals are required at 8 points each (see tentative class outline for dates). Entries should be 2 full pages, double spaced, 12 inch font, 1 inch margins, due on canvas on Wednesdays by 11:59pm.

- Synthesis. Often you will use your journal to relate the material in the text you are reading to some aspect of class, (i.e. lecture, discussion, experiential activity or outside experience). Journals allow you to be creative.
- Tentative Explanations. You can use your journal to speculate as to why something, that you have observed/experienced, is the way it is. Journals allow you to change your mind.
- Personal Judgments. You can use your journal to make judgments about something in your environment. Journals allow you to speak your mind.

Recorded Counseling Sessions and Counseling Skills Assessments

Students will find a volunteer who is willing to serve as a client for a total of four 50 minute videotaped sessions. Students will need to set up time outside of class to videotape the interview. Students will be graded primarily on how well they demonstrate an understanding of the strategies and techniques of counseling and evidence of skill development utilizing the rubrics provided. Each videotaped session will be uploaded to Canvas via Panopto/ Zoom. Each assessment consists of the three following components:

1. SOAP Note (10 points each) Students will write a progress note for each session using the SOAP format discussed in class. Progress notes will be submitted via Canvas.

2. Self-Assessment Rubric (5 points each) Students will review their videotaped session and self-evaluate each counseling skill utilizing an adapted version of the Counseling Competencies Scale – Revised (CCS-R) provided in class. Each self-assessment will be submitted via Canvas.

3. Transcript Analysis (15 points each) Students will transcribe a 5 minute segment of their videotaped session. Each transcription should record, verbatim, each counselor statement and each client reaction. (See below). The purpose of this exercise is to evaluate the flow of the session, identify and consider theoretical intention, identify alternatives and missed opportunities, as well as to identify and reflect upon transference and countertransference. For example, pay attention to changes in topic, avoidance of feeling, etc. for both yourself and your client.

Transcript Format: Statement

C1: Tell me what's going on.

Skill(s) and Intent

Encourager

Used to elicit information and identify change talk

CL: Well, I've just been admitted to grad school and I am worried about everything.

C2: I was in grad school for awhile and it was really hard.

PS: *You sound really overwhelmed.*

Ugh! I don't like this.

Preferred Statement – Reflection

A reflection would be stronger here to aid the client in identification of feeling & to clarify understanding

CL: I'm working full-time, I'm dealing with a cranky spouse and 3 kids who are driving me crazy, and I think I'm in over my head.

C3: Tell me what that's like for you, being 'in over your head'...

Focusing

Used to direct the client's narrative, explore process rather than content, & explore a possible client goal.

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 score of 3 or 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).

- a) Students who earn a score of 2 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.
- b) If after three total attempts a student cannot sufficiently demonstrate the skills required on any of the rubrics (fail to earn a score of 3 or 4), the student will not pass the course.

Session	Length	Clinical Skills	Required Documentation	Point Value
Session 1	50 minutes	1.Informed Consent 2.Developing Rapport 3.Motivational Interviewing Skills 4.Rubric 1	1.Consent Form 2.SOAP Note 3.Self-Assessment Rubric 1 4.Transcript Analysis	86
Session 2	50 minutes	1.Therapeutic Relationship 2.Assessment & Conceptualization 3.Theory-based intervention 4.Rubric 2	1. SOAP Note 2. Self-Assessment Rubric 2 3.Transcript Analysis	94
Session 3	50 minutes	1. Theory-based intervention 2. Rubric 3	1. SOAP Note 2. Self-Assessment Rubric 3 3.Transcript Analysis	94
Session 4	50 minutes	1.Theory-based intervention 2.Termination 3.Rubric 4	1. SOAP Note 2. Self-Assessment Rubric 1 3. Transcript Analysis	104

Theoretical Orientation Project & Presentation (120pts)

Based upon the course text and your chosen theory text, students will present a theoretical orientation which best aligns with their own counseling conceptualization. The theoretical orientation can be patient specific, population specific, or specific to a diagnosis. This project will consist of three parts:

PART I: Write-up (100pts)

Write-up for the project will follow submission guidelines for the ACA-ACC Activities Clearinghouse submission guidelines. A word document will be provided for students to complete and submit. If the technique requires a worksheet or additional documents, these materials must also be submitted.

PART II: In-class Presentation (20pts)

Students will present the technique to the class in an interactive and experiential format as if the presenter were in the counseling role and students in the course were clients.

***Draft Assignments** – During the course of the semester two drafts of the assignment will be submitted for feedback and collaboration. Each draft assignment is worth 15 total points

Tentative Course Schedule

CLASS DATE	TOPIC	READINGS/ASSIGNMENTS DUE	CACREP 2016 Standards
1/10/23	Course Introduction Nonacademic Standards Review Informed Consent Writing a Progress Note Panopto Training	<i>Chapter 2 & 3</i>	II.F.1.i. II.F.5.e. II.F.7.d. V.C.3.a. V.C.3.b.
1/17/23	Case Conceptualization Conducting an Assessment	<i>Chapter 6 & 7</i> Personal Growth Challenge	II.F.2.q. V.C.3.b.
1/24/23	Listening Influencing Responses Video 1 Presentations	<i>Chapter 4 & 5</i> Personal Growth Challenge 2 Recorded Counseling Skills Assessment 1 Due	II.F.1.l. II.F.5.a. II.F.5.e. II.F.7.d. V.C.3.a. V.C.3.b.
1/31/23	Video 1 Presentations	Theory Journal 1 Personal Growth Challenge 3	II.F.1.l. II.F.2.c. II.F.5.a. II.F.5.e. II.F.5.h. II.F.7.b. V.C.3.a. V.C.3.b.
2/7/23	Integrating Theory into Practice Constructing Goals Video 1 Presentations	<i>Chapter 8</i> Theory Journal 2 Personal Growth Challenge 4	II.F.1.l. II.F.2.c. II.F.5.a. II.F.5.e. II.F.5.h. II.F.7.b. V.C.3.a. V.C.3.b.
2/14/23	Treatment Planning Treatment Speed Bumps Creative Techniques Video 2 Presentations	<i>Chapters 9 & 10</i> Personal Growth Challenge 5 Recorded Counseling Skills Assessment 2 Due	II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.
2/21/23			

2/21/23	Video 2 Presentations Cognitive Change Strategies	Theory Journal 3 Personal Growth Challenge 6	II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.
2/28/23	Self-Management Strategies Video 3 Presentations	<i>Chapter 11</i> Theoretical Orientation Draft 1 Due Recorded Counseling Skills Assessment 3 Due	II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.
3/7/23	Video 3 Presentations	<i>Chapter 15</i> Personal Growth Challenge 7	II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.
3/14/23	Video 3 Presentations Strategies and Techniques for	<i>Chapter 12 & 13</i> Theoretical Orientation Draft 2 Due	II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.
3/21/23	Working with Children and Adolescents Working With Families	Canvas Readings Theory Journal 4 Personal Growth Challenge 8	II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g.

	Video 4 Presentations	Recorded Counseling Skills Asmt 4 Due	II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.
3/28/23	Video 4 Presentations		II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.
4/4/23 4/11/23	Creative Therapy Technique Due Final Project Class Presentations	<i>Chapter 14</i> Theory Journal 5	II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.
	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.		II.F.2.c. II.F.3.h. II.F.5.a. II.F.5.g. II.F.5.h. II.F.5.i. II.F.5.l. II.F.5.m. II.F.7.c. II.F.7.d. V.C.1.c. V.C.3.a. V.C.3.b.