

University of Texas at Tyler
Department of Psychology and Counseling
COUN 5392.002 Helping Relationships and Clinical Interviewing
Course Syllabus: FALL 2019
Meeting Times: Wednesday 2:00-4:45pm
Room: BEP 215

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Office Location: HPR 224

Office Hours: TBD. Appointments are also available via video conferencing.

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Course Catalog Description & Purpose

COUN 5392: Helping Relationships and Clinical Interviewing (3 hours)

This is a clinical skills course emphasizing the acquisition of therapeutic helping relationship skills and interviewing through role playing and modeling. Video and audio feedback as well as direct supervision is provided. **Prerequisites**--Grade of "B" or better in COUN 5312, COUN 5328 and, COUN 5391 and departmental consent.

This course will serve as a bridge between the study of the theories and systems of counseling and the supervised practice of counseling. Students will learn more about themselves in relation to others while also learning beginning techniques for clinical interviewing. In addition to didactic learning, students will engage in role play and digitally record their interviewing and counseling techniques. Instructor and peer feedback will be given. This course will equip students with basic skills to develop and maintain helping relationships.

Student Learning Outcomes and Assessments:

Upon successful completion of COUN 5392 a student will be able to:

1. Demonstrate and articulate skills necessary to build a therapeutic relationship (CACREP II.G.5.b; II.G.5.c)
2. Demonstrate effective procedures for conducting initial clinical interviews (CACREP II.G.5.c; CACREP III.G.2, CACREP III.H. 1, 2)
3. Construct a personalized intake interview form (with possible attachments) (CACREP II.G.5.c)
4. Perform role play interviews as therapist and client with class members (CACREP II.G.5.b, c)
5. Demonstrate the ability to write clinical intake reports (CACREP II.G.5.c)
6. Demonstrate the ability to conceptualize DSM-V diagnoses (CACREP II.G.5.c; CACREP III.K.1, K.2, K.5; CACREP III.L.1, L.2, L.3)
7. Demonstrate the ability to construct a treatment plan (CACREP II.G.5.c; CACREP III.H. 1, 2)
8. Demonstrate ethical decision making processes (CACREP II.G.5.b, c)
9. Demonstrate growing confidence necessary to work with diverse client populations (CACREP II.G.5.c; CACREP III.E.1,2,3, CACREP III.F.3)
10. Demonstrate knowledge of crisis intervention, suicide prevention, and psychological first aid strategies (CACREP II.G.5.g)

Required Texts/Readings:

Young, M. (2016). Learning the Art of Helping (6th ed.) Pearson.

****Other readings posted on Canvas**

Additional Materials Needed: One blank SD card; Please see Ms. Linda Speed (HPR 223) to check out your card. ALL CARDS MUST BE ERASED AND RETURNED TO MS. SPEED AT THE END OF

Note: A student at UT-Tyler is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer

Evaluation and Grading

In all aspects of your transition from student to professional I will be *supporting you and challenging you* to expand your knowledge base, to increase your breadth and depth of skill, and to improve your attitudes and dispositions related to your work. In order to provide structure to this assessment the following points have been assigned to portions of your performance. It is my expectation that you can earn credit in this class if you *demonstrate mastery of the appropriate skills, complete assignments in a timely fashion, demonstrate an awareness of and adherence to ethical decision making processes, and demonstrate an attitude of seeking excellence in your therapeutic skills.* Points in this course can be earned through professionalism and your role plays and related assignments. **Late assignments will not be accepted unless documented proof of an emergency has occurred.**

1. **Professionalism:** It is expected that students will attend all classes and actively participate. Students will also be required to engage in supervision throughout the semester. The instructor will use an evaluation tool during supervision sessions to gauge progress. Available supervision meeting times will be provided by the instructor throughout the semester. All absences must be discussed with the instructor prior to the class missed. **Missing more than one class will result in an “IP” or “NC” for the class** unless otherwise determined by the professor (10 possible points).
2. **Role Plays:** Throughout the semester, students are required to complete a series of five role plays to demonstrate their counseling abilities. Each role play will be uploaded to the assignment using Arc. Students will engage in group supervision to review the recordings and discuss strengths along with areas of growth. The instructor will schedule additional supervision times with the students as necessary. In addition to the recordings, students should have thoroughly reviewed their videos and the instructors comments on Arc. Comments may include: skills used, strengths, areas for growth, observations, questions, etc. Students will also complete various written assignments with each video (counseling skills evaluation, SOAP notes, intake report). Formats for these written assignments are included in the appendix of this syllabus. Additional information will be discussed in class prior to each recording. The following amount of points can be earned for each role play/written assignment:

Role Play 1 (50 Min) & SOAP Note

- | | |
|---------------------------------------------|--------------------|
| a. Role Play – Intake | 25 points possible |
| b. Counseling Skill Evaluation & Reflection | 5 points possible |
| c. SOAP Note | 5 points possible |

Role Play 2 (50 Min) & SOAP Note

- | | |
|---------------------------------------------|--------------------|
| a. Role Play | 25 points possible |
| b. Counseling Skill Evaluation & Reflection | 5 points possible |
| c. SOAP Note | 5 points possible |

Role Play 3 (50 Min) & SOAP Note

- | | |
|---------------------------------------------|--------------------|
| a. Role Play | 25 points possible |
| b. Counseling Skill Evaluation & Reflection | 5 points possible |
| c. SOAP Note | 5 points possible |

Role Play 4 (30-50 Min) Termination

COUN 5392

- | | |
|---------------------------------------------|--------------------|
| a. Role Play | 25 points possible |
| b. Counseling Skill Evaluation & Reflection | 5 points possible |
| c. SOAP Note | 5 points possible |

Role Play 5

- | | |
|-----------------------|--------------------|
| a. Suicide Assessment | 25 points possible |
| b. Reflection | 5 points possible |
| c. SOAP Note | 5 points possible |

Intake Report

15 points possible

Total: 200 points possible

You must earn at least 160 points to receive credit (CR) for the course. Students who earn less than 160 points will receive either a No Credit (NC) or In Progress (IP) depending on their course performance. You must earn CR for this course to progress onto practicum. Please note that ethical violations such as breaches in confidentiality and lack of professionalism can also result in receiving NC for the course.

Tentative Course Schedule

Week/Date	Topic	Reading	Assignment Due *Must be submitted prior to the start of class
Week 1 8/28	Introduction & Overview Therapeutic Relationship	Syllabus	
Week 2 9/4	Skills Review & Record Keeping	Young Ch. 5 & 6 Cameron & Turtle- Song (2002)	
Week 3 9/11	Intake Assessment	Young Ch. 8	
Week 4 9/18	GROUP SUPERVISION		Role Play 1
Week 5 9/25	Practice Week		Potential Make Ups
Week 6 10/2	Challenging Skills	Young Ch. 7	
Week 7 10/9	GROUP SUPERVISION		Role Play 2
Week 8 10/16	Change Techniques	Young Ch. 9 & 10	
Week 9 10/23	INDIVIDUAL SUPERVISION		<i>Meet for Individual Supervision this Week</i>
Week 10 10/30	GROUP SUPERVISION		Role Play 3
Week 11 11/6	Evaluation, Reflection, & Termination	Young Ch. 11	

Week 12 11/13	GROUP SUPERVISION		Role Play 4
Week 13 11/20	Suicide Assessment Crisis Intervention	Granello (2010)	
Week 14 11/27	GROUP SUPERVISION		Suicide Assessment Role Play Due
Week 15 12/4			Intake Report Treatment Plan
Finals Week 12/11	INDIVIDUAL SUPERVISION		<i>Meet for Individual Supervision this week</i>

Course Policies

Informed Consent Statement: Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty's responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students' professional competence. As such, please be aware of the following information regarding this course:

- The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.
- There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.
- At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one's emotional reactions to such experiential class activities and revealing information about one's *personal history*. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.
- Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the *ACA Code of Ethics* (2014).
- Students often experience personal growth as they progress through the program. **However, the courses are not meant to be a means of personal therapy.** The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.
- Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.
- It is each student's responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

Counseling Role Play Policies. Role play in the classroom setting is essential to simulating the counseling experience and demonstrating the traditional counseling format. Role plays will be conducted in dyads, outside of class, and videotaped in the training clinic for supervision purposes. It will be necessary for students to perform the role of counselor and client to create authenticity in content, verbal, and non-verbal

behaviors in the role play sessions. Portions of role plays will be shown in small groups in class for group supervision. If a student portraying the client does not want a portion of the role play shown in class for confidentiality reasons, that student can inform the instructor.

Information shared during role plays is considered confidential. Students should not discuss role plays outside of class with other students of the class or with others. It should be remembered that students/counselors-in-training are not providing personal counseling or therapy. In order to maintain proper academic boundaries and not move into the realm of personal counseling, students are encouraged not to use current personal issues that may cause embarrassment or unnecessary emotional distress to themselves or others. Students who find themselves needing further services due to issues which arise in the practice of role play should take advantage of services offered at the UT-Tyler Student Counseling Center or pursue private services.

Diversity Statement. Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Technology Statement. Cell phones are to be turned off or put in silent mode during class. Cell phones should not be visible during class, so please keep them in your pants, purse, backpack, etc. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and **DO NOT TEXT MESSAGE.**

Students who chose to use a laptop computer should only do so for taking notes. **Students who use laptop computers are prohibited from (a) surfing the internet, (b) checking email, and (c) working on other assignments during class.** If the instructor becomes aware of a student using their laptop for any reason other than taking notes, he may ask that student to cease bringing their computer into the classroom.

Communication Statement: University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail. Please do not contact the instructor via the Canvas messaging system. My email address is ewest@uttyler.edu. Typically, I will be able to respond to your emails within 24 hours Monday – Thursday.

****Note:** make sure that you **do not** send emails to ewest@patriots.uttyler.edu, as I will not receive these messages.**

Attendance Statement: Attendance is expected at all scheduled class sessions. If unable to attend a class, please speak with the instructor beforehand. It is also expected that students will arrive at class on time. Problems with tardiness will be addressed by the instructor individually as needed. ***Missing more than one***

class, or excessive tardiness will result in a student receiving “IP” or “NC” for the class.
University Policies

Students Rights and Responsibilities. To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Grade Replacement/Forgiveness and Census Date Policies. Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at <http://www.uttyler.edu/registrar>. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy. Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Student Accessibility and Resources. In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance. Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities. If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement. It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation. Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct. Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

i. "Cheating" includes, but is not limited to:

- copying from another student's test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed "crib notes". The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. "Plagiarism" includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another's work and the submission of it as one's own academic work offered for credit.

iii. "Collusion" includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by SafeAssign™.

UT Tyler Honor Code. Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities. To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry. We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at <http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University. All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

UT Tyler Resources for Students

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math students, with tutors on duty to assist students who are enrolled in early-career courses.
- UT Tyler Counseling Center (903.566.7254)

College of Education and Psychology Mission Statement:

Vision. The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission. The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

Clinical Mental Health Counseling Program Mission Statement. The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.

Counseling Skill Evaluation

Name of Counselor: _____ Tape #: _____ Date: _____

OPENING	Frequency/Time	Comments
Greeting		
Limits of Confidentiality		
Nonverbal Body Language (e.g., eye contact, facilitative body position)		
Silence		
Tone of Voice		
Pacing		
Respect		
Empathy/rapport		
Verbal tracking (i.e., ability to stay with your clients topic)		
ENCOURAGERS	Frequency/Time	Comments
Door Opener		
Minimal Encourager		
QUESTIONS	Frequency/Time	Comments
Open Question		
Closed Question		
REFLECTING SKILLS	Frequency/Time	Comments
Paraphrase		
Reflection of Feeling		
Reflection of Meaning		
Summarization		
CONFRONTATION	Frequency/Time	Comments
Immediacy		
Identifying Discrepancies		
SELF DISCLOSURE & FEEDBACK		
CLOSING SESSION		
Closing Activity/Summarization		

Counseling Skill Evaluation Reflection Questions:

Provide at least a one paragraph response to each question (one paragraph is 5-7 sentences)

1. What did you do well as the counselor during the session?
2. What are some areas which you can improve on in the next session? How do you think these areas will impact the counseling session?

SOAP Progress Note

Date: _____ **Client:** (do not include actual client name) **Counselor:** _____

Session #: _____ **Time:** _____ **am / pm**

Subjective:

Objective:

Assessment:

Plan:

Counselor Signature (with credentials)/Date

Supervisor Signature (with credentials)/Date