

University of Texas at Tyler  
Department of Psychology and Counseling

**COUN 5392: Helping Relationship & Clinical Interviewing**  
**Fall 20223 Syllabus**  
**Course Time: Monday, 5:00-7:45 pm**  
**Location: HPR 251**

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**Instructor:** Rebecca Lincoln, MA, LPC-S  
**Office Location:** Online Only  
**Office Hours:** By Appointment Only  
**Email:** [rlincoln@uttyler.edu](mailto:rlincoln@uttyler.edu) (preferred method of contact)  
**Cell Phone:** 512-589-9822

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### **COURSE CATALOG DESCRIPTION**

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.

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.

### **COURSE PREREQUISITES**

Grade of "B" or better in COUN 5312, COUN 5328 and, COUN 5391 and departmental consent.

### **COURSE OBJECTIVES AND LEARNING OUTCOMES**

Course Objectives and Learning Outcomes	CACREP 2016 Standards	Learning Activities and Assessments
Theories, models, and strategies for understanding and practicing consultation	2.F.5.c	Lectures, Role Plays, Group Supervision
Ethical and culturally relevant strategies for establishing and maintaining in person and technology-assisted relationships.	2.F.5.d	Lectures, Role Plays
Impact of technology on the counseling process.	2.F.5.e	Lectures, Role Plays
Counselor characteristics and behaviors that influence the counseling process.	2.F.5.f	Lectures, Role Plays, Self-Reflection Assignments
Essential interviewing, counseling, and case conceptualization skills.	2.F.5.g	Role Plays

Developmentally relevant counseling treatment or intervention plans	2.F.5.h	Lectures, Role Plays
Suicide prevention models and strategies	2.F.5.l	Lectures
Crisis intervention, trauma-informed and community-based strategies, such as Psychological First Aid	2.F.5.m	Lectures
Processes for aiding students in developing a personal model of counseling	2.F.5.n	Participation Videos, Self-Reflection Assignments, Group Supervision
Techniques and interventions for prevention and treatment of a broad range of mental health issues	5.C.3.b	Lectures, Role Plays

## **REQUIRED TEXTS**

Young, M. (2016). *Learning the Art of Helping* (6<sup>th</sup> ed.) Pearson.

Gehart, D. R. (2016). *Case Documentation in Counseling and Psychotherapy: A Theory-Informed, Competency-Based Approach*. Cengage Learning. (Free online copy is available at UT Tyler Library)

### **\*\*Other readings posted on Canvas**

*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*

## **TEACHING STRATEGIES**

This is a face-to face course and in this course, we will utilize lecture, discussion, reading and writing assignments, practice and role-plays, videotaping and reviewing, and other experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

\*\*You will be in a client role and in a counselor role in different role-plays, recordings, and activities in this course. These roles are essential and mandatory to your learning, demonstration, and assessment of counseling skills. If you are not prepared to engage in these roles, you are recommended to drop this course, as it will negatively influence your grade. What you share in these role-plays is entirely up to you and your comfort level; be aware that recordings might be reviewed with the whole class. As such, all students are held to the highest privacy and confidentiality standards and must abide by the current ACA code of ethics.

**Canvas** (<https://www.uttyler.edu/canvas/>)

Canvas will serve as the overall structure and launching pad for all our activities in this course. In Canvas, you will find announcements, assignments, course schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

## **COURSE POLICIES AND REQUIREMENTS**

### **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, in and outside of class, and recorded 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.

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.

### **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 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.

## **USE OF TECHNOLOGY**

All students taking this course should have access to a computer with an internet connection that can support the use of Canvas. If you are having trouble logging onto Canvas or uploading assignments, please contact the Canvas helpdesk at (903)566-7439 or email them at [itsupport@patriots.uttyler.edu](mailto:itsupport@patriots.uttyler.edu). You can also receive help by using the Help tab located on the left side of your Canvas screen, using the Canvas guides, or contacting Canvas help at (844)214-6949. If you are having technical difficulties, please alert the professor as soon as possible.

All submission for this course will be online. Do not wait until the last minute to submit your assignments as this is a sure way to ensure you will have technical difficulties (remember Murphy's law).

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 purse, backpack, etc. 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.**

## **COVID-19 RELATED ISSUES**

Students are expected to follow the [UT Tyler Covid 19 guidelines \(Links to an external site.\)](#). The UT Tyler community of Patriots views adoption of these practices consistent with its [Honor Code \(Links to an external site.\)](#) and a sign of good citizenship and respectful care of fellow classmates, faculty, and staff.

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, digestive issues (e.g. nausea, diarrhea), or a higher than normal temperature should stay at home and are encouraged to use the [UT Tyler COVID-19 Information and Procedures \(Links to an external site.\)](#) website to review protocols, check symptoms, and report possible exposure. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email [saroffice@uttyler.edu](mailto:saroffice@uttyler.edu).

## **PATRIOT E-MAIL**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account **ONLY**. 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 [rlincoln@uttyler.edu](mailto:rlincoln@uttyler.edu).

***\*\*Note: make sure that you do not send emails to [rlincoln@patriots.uttyler.edu](mailto:rlincoln@patriots.uttyler.edu), as I will not receive these messages.** \*\**

## **ONLINE COMMUNICATION**

All written communication that takes place within this course must adhere to the rules of written etiquette. Please remember that you are in a graduate program and are earning a professional degree, therefore please respond to your instructor and your colleagues in a professional manner. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / ,':-) ) in your discussion responses and in communication with your instructor and colleagues. Other things to keep in mind:

- Open your email with a salutation (e.g., Hi, Hello, Dear Dr. or Ms. X) and finish with a closing (e.g., Best, Regards, Thank you, your name). Introductory emails should address your instructor more formally (Ms. Lincoln).
- Use complete sentences and avoid jargon, especially text-type words (e.g. C U). This is especially important when sending messages from mobile devices.

- Be aware that using capital letters to express yourself is considered SHOUTING.
- Maintain a professional tone.
- Avoid sending email in anger or frustration. Walk away from the computer and wait at least 24 hours.
- Whether in writing or in person, derogatory or prejudiced remarks are still considered bad manners and discussion that contains such comments will be addressed by the instructor.
- Please refrain from sending junk mail, forwards, or advertisements to the class via Canvas.

### **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 their 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.

### **COURSE FEEDBACK AND EVALUATION**

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

### **COURSE ASSIGNMENTS**

In all aspects of your transition from student to professional we will work together to *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. In this class you are expected to *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 participation, professionalism, role plays and related assignments.

1. **ATTENDANCE**: Student attendance in this class is critical. It is expected that students will attend **all classes**. If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You may then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable. In case of missed class students will lose participation and professionalism points. After the first excused missed class, **along with missing participation and professionalism points, for each missed class students will lose additional 10 points from their overall grade**. All absences must be discussed with the instructor prior to the class missed. Missing more than one

class may result in an “IP” or “NC” for the class unless otherwise determined by the instructor.

2. **PARTICIPATION & PROFESSIONALISM:** Learning is a dynamic social process. In-class exercises are designed to provide practice and be a review of the material that will be covered in readings and in class. They include a number of opportunities for the assessment of self and classmates. Active participation is required to gain practice with counseling skills reviewed in class.

Participation in discussion and class activities is an important component of learning. Active, meaningful engagement with your peers is expected. Texting, web surfing, and other activities which preclude the ability to be fully present with the class are strongly discouraged. Please be on time, and complete reading assignments by their due date. Students who are consistently late at the beginning of class will have points deducted from their participation grade.

Professionalism represents a way of being made up of appearance, manner, communication, interacting, attitudes, approach, skills, and openness to grow. As part of this class, students are expected to demonstrate professionalism during in person and online interactions with their peers and the instructor.

You are expected to be fully engaged in the presented material, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means:

- Reading required materials and being prepared to work
  - Demonstrating knowledge of reading assignment material
  - Actively taking part in class activities
  - Interacting well with peers
  - Showing respect and courtesy toward peers and instructor
  - Exhibiting a professional demeanor
  - Actively engaging in learning opportunities
  - Demonstrating critical thinking
  - Exhibiting growth in content knowledge and skills
  - Contributing to a professional climate
3. **ROLE PLAYS:** Throughout the semester, students are required to complete a series of four role plays to demonstrate their counseling skills. Each role play will be recorded and the recording will be submitted to the CANVAS Assignment section along with all the other documents required for each assignment (e.g., counseling skills evaluation, counseling skills reflection form, SOAP notes, intake report, and transcripts). Formats for these written assignments will be posted on Canvas. Additional information will be discussed in class prior to each recording.
  4. **TRAININGS:** Throughout the semester students are required to complete two trainings and submit completion certificate to CANVAS.
    - a. **Columbia-Suicide Severity Rating Scale (C-SSRS)** - To complete the C-SSRS Training for Clinical Practice, visit <http://c-ssrs.trainingcampus.net/>
    - b. **The Texas Department of Family Protective Services Reporting Suspected Abuse or Neglect of a Child: A Guide for Professionals-**

### **LATE ASSIGNMENT POLICY**

Students responsible to follow the due dates for each assignment which are published on the course syllabus. Work turned in by **4:59 PM Central Standard Time on the due date**, as evidenced by the date stamp given on the CANVAS, will be considered on time and will be considered for full credit. Prompt submission of assignments for assessment allows the instructor to provide guidance and timely feedback.

As a natural extension of adult learning experience, I understand there might be times that you cannot turn your assignment on time. In such situations, **please communicate with the instructor in advance**. Assignment submitted after the due date will receive a 10% grade deduction for each day up to 3 days. In other words, one day late submitted exemplary assignment which would have been graded 100% will be graded as 90% and so forth. The work can be submitted max three days late and an assignment might receive min of 70% of the grade. Thus, **work submitted later than the third day will not be accepted and will receive a zero**. It is student's responsibility to communicate with instructor to re-open the assignment for late submission. CANVAS is the only method assignments are accepted (Email and hard copy is not accepted).

### **EXTRA CREDIT OPPORTUNITIES**

In order to receive 0.5 pts extra credit students may complete the final class evaluation and submit a screenshot of the completion page to CANVAS by 12/05/2023.

The following number of points can be earned throughout this course:

Participation and Professionalism .....	14 pts
C-SSRS Training.....	.2 pts
TDFPS Training.....	2 pts
Role Play 1 (5- 10 Min)	
a. Recording.....	2 pts
b. Transcript.....	5 pts
Role Play 2 (50 Min)	
a. Recording– Intake .....	14 pts
b. Transcript.....	7 pts
c. Intake Report .....	2 pts
d. Reflection.....	2 pts
Role Play 3 (50 Min)	
a. Recording.....	14 pts
b. Transcript.....	7 pts
c. Note .....	2 pts
d. Reflection.....	2 pts
Role Play 4 (50 Min)	
a. Recording -Termination .....	14 pts
b. Transcript.....	7 pts
c. Note .....	2 pts
d. Reflection.....	2 pts

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Total: 100 pts

**YOU MUST EARN AT LEAST 80 POINTS TO RECEIVE CREDIT (CR) FOR THE COURSE.** Students who earn less than 80 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.

A grade of I (incomplete) is discouraged and is assigned at the discretion of the instructor, when illness, death in the immediate family, or other unusual and unforeseeable circumstances not encountered by the other students in the class prevent completion of the course requirements by the end of the semester (per UT Tyler Graduate School Guidelines). Under these circumstances, a grade of I may be assigned when all of the following conditions are met: (a) the student has been making satisfactory progress in the course; (b) the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and (c) the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

*Final grades will be available on or after the date designated by the University. Please do not send grade inquiries to the professor before this date. Any assignments or exams kept by the instructor will be retained until the last day of classes in the following semester, after which they will be shredded.*

### **TENTATIVE COURSE SCHEDULE ♠**

♠ This syllabus is a guide and outline for the progression of the class. Changes may be made for due dates, assignments, and other items. All changes are the prerogative of the instructor.

<b>Week /Date</b>	<b>Topic</b>	<b>Tasks for the week</b>	<b>CACREP Standard</b>
<b>Week 1</b> (8/21)	Introductions and Syllabus Review	<b>Read:</b> Syllabus; Hook et al. (2013); Day-Vines et al. (2018)	2.F.5.d, e, f,
<b>Week 2</b> (8/28)	Therapeutic Relationship & Skills Review	<b>Read:</b> Young Ch. 4, 5, & 6; Geller (2013)	2.F.5.c, d, e, n, 5.C.3.b
<b>Week 3</b> (9/4)		<b>Work on RP1</b>	2.F.1.j 2.F.5.c, d, e, f, n
<b>Week 4</b> (9/11)	Intake Assessment, Goal Setting & Treatment Plan	<b>Assignment: RP1</b> <b>Read:</b> Young Ch. 8 <b>Watch:</b> Intake Assessment Example	2.F.5.c, d, e, g, h, l, m, n 5.C.3.b
<b>Week 5</b> (9/18)		<b>Work on RP2</b>	2.F.5.c, d, e, n 5.C.3.b
<b>Week 6</b> (9/25)	Case Conceptualization	<b>Assignment: RP2</b> <b>Read:</b> Gehart (2016) Ch. 2; Sperry & Sperry (2020)	2.F.5.c, d, e, n
<b>Week 7</b> (10/2)	Challenging Skills	<b>Read:</b> Young Ch. 7	2.F.5.c, d, e, n 5.C.3.b



<b>Week 8</b> (10/9)	Change Techniques	<b>Read:</b> Young Ch. 9 &10	2.F.5.c, d, e, n 5.C.3.b
<b>Week 9</b> (10/16)		<b>Work on RP3</b>	2.F.5.c, d, e, f, n
<b>Week 10</b> (10/23)	Clinical Documentation	<b>Assignment: RP3</b> <b>Read:</b> Cameron and Turtle Song (2002)	2.F.5.c, d, e, n
<b>Week 11</b> (10/30)	Crisis Intervention		2.F.5.c, d, e, l, m, n 2.F.7.c, 5.C.3.b
<b>Week 12</b> (11/6)	Suicide Assessment and Safety Planning	<b>Read:</b> Granello (2010) <b>Assignment:</b> TDFPS Training <b>Assignment:</b> C-SSRS Training	2.F.5.c, d, e, l, m 5.C.3.b
<b>Week 13</b> (11/13)	Evaluation, Reflection, & Termination	<b>Read:</b> Young Ch. 11 <b>Watch:</b> Termination Example	2.F.5.c, d, e, n
<b>Week 14</b> (11/21)	<b>Thanksgiving</b>		
<b>Week 15</b> (11/27)	<b>Work on RP4</b> 2.F.5.c, d, e, f, n		
<b>Week 16</b> (12/4)	Final Exam Week	<b>Assignment: RP4</b>	2.F.5.c, d, e, f, n

## PROGRAM AND DEPARTMENTAL POLICIES

### CLINICAL MENTAL HEALTH COUNSELING PROGRAM MISSION STATEMENT

The mission of the CACREP-Accredited Master of Arts in Clinical Mental Health Counseling (CMHC) program at the University of Texas at Tyler (UTT) is to prepare ethical and competent professional counselors. The CMHC program places a strong emphasis on preparing future counselors to work with a diverse range of client populations. Faculty members collectively aim to provide a rigorous learning environment and supportive atmosphere encouraging personal and professional development to a diverse student body. Throughout their time in the CMHC program, students are supported in developing a deep sense of self-awareness and a strong professional counselor identity integrating mental health, research, service, and advocacy. Upon successful completion of the program, students are eligible for counselor licensure in Texas and are able pursue impactful mental health careers within the community.

#### **UT Tyler Department of Psychology and Counseling Student Code of Conduct:**

<https://www.uttyler.edu/psychology/policies.php>

#### **UT Tyler Clinical Mental Health Counseling Student Handbook:**

<https://www.uttyler.edu/psychology/graduate/clinical-mental-health-counseling/>

## UNIVERSITY POLICIES

### **UT TYLER HONOR**

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](http://www.uttyler.edu/tobacco-free).

### **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. (For Fall, the Census Date is Sept. 12.) 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.

### **ACCOMMODATIONS FOR STUDENTS WITH DISABILITY**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **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.

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 testpaper;
  - 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 un-administered 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 un-administered test, test key, homework solution, or computer program or information about an un-administered 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 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 plagiarism software.

### **UT TYLER RESOURCES FOR STUDENTS**

- [UT Tyler Writing Center](https://www.uttyler.edu/writingcenter) (903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center](https://www.uttyler.edu/tutoring) (903.565.5964), [tutoring@uttyler.edu](mailto: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](https://www.uttyler.edu/counseling) (903.566.7254)

**COUN 5392-002**  
**Interpersonal Skills**  
**Consent**

I am currently a student enrolled in COUN 5392 at University of Texas at Tyler. I have been given a copy of the course syllabus and participated in an overview of it in class. I agree to the following:

1. I have reviewed and understand the experiential learning activities outlined in the syllabus, a copy of which is attached to this consent.
2. I understand that personal experiences used in role plays and supervision are to be appropriate for an academic setting and that I am to avoid disclosure of personal experiences that may cause unnecessary emotional distress to myself or class members.
3. I understand that all personal information disclosed during experiential learning activities is considered confidential as described in the syllabus.
4. I understand that as a counselor-trainee I am not providing personal counseling or therapy.
5. I understand that the recorded sessions in this class can be used for educational and research purposes.
6. I consent to the role plays of simulated counseling sessions outlined in the syllabus.
7. I agree to use the attached informed consent for volunteers participating in experiential learning activities.

In addition, I am aware that during the course of the semester if I am uncomfortable with the experiential activities outlined in the syllabus, I can discuss them with the instructor, Zahide Sunal.

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Students Name (Print)

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Date

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Students Signature

## Practice Contract

Dear Volunteer,

I am a student in COUN 5392 at The University of Texas at Tyler. One of the requirements of this course is that I practice various counseling skills with volunteers. I appreciate your willingness to work with me on my class assignments.

You may wish to talk about real concerns that you have or you may prefer to role-play a problem or issue that does not necessarily relate to you. Please let me know, however, which of these two possibilities you choose.

Here are some important dimensions of our work together:

### Confidentiality

As a student, I cannot offer any form of legal confidentiality. You may rest assured however, that what you tell me in real or role-played situations will remain confidential and remain with me except for the following important exceptions:

1. A serious issue of harm to yourself or others must be reported
2. If you give indication of abusing or neglecting others, I also must report this to others.

### Video taping

An important part of training in counseling is making a recording and listening to/watching my own work. This will be shared with my instructor and students in the skills class. The shared recordings might be used for educational and research purposes. When we are recording if you are uncomfortable, I will not share that recording with my instructor or my class without your specific permission. In that case, we might need to complete an additional recording for the purposes of meeting class requirements.

### Boundaries of Competence

As I am a counselor-trainee, I will not do counseling and/or therapy. This is a practice session to allow me to put into use what I am learning about how to manage a counseling session. Feedback from you about my performance and what you find helpful is welcome and appreciated.

Please check below:

\_\_\_\_I give my permission to record this practice session for the purposes stated above.

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Volunteer Client (Signature)

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Date

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Counselor-Trainee