Course Information:
PSYC 5392.001 – Clinical Skills I
Fall 2026
Wednesday 2:00 – 4:45pm

Instructor Information:
Adam P. McGuire, Ph.D.
Office: HPR 237
Office Hours: 8:00-9:30am, 12:30-2:00pm on Wednesdays or by appointments on Fridays
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Course Catalog Description: A clinical skills course emphasizing the acquisition of practical therapeutic techniques through skill building sessions and modeling. Direct supervision using audio/video recordings will be provided. CR/NC only. **Prerequisite:** Grade of "B" or better in PSYC 5308, 5312, and 5328; and departmental consent.

This course is designed for advanced graduate students in clinical and counseling psychology. Students will learn more about themselves in relation to others, while learning basic clinical skills and beginning techniques for clinical interviewing, treatment planning, report writing, and individual therapy. Familiarity with the DSM-5-TR is required. In addition to didactic learning, students will complete skill building sessions with a partner and other students willing to serve as clients for brief sessions. Students will be required to digitally record their interviewing and therapy techniques. In supervision of skill building sessions, you will be exposed to individual, dyadic (with your partner), and group supervision this semester. In addition, you will be receiving instructor and peer feedback on in-class skill building exercises and assignments. This course will be conducted in-person.

Required Text:
Sommers-Flanigan, J. & Sommers-Flanagan, R. (2023). Clinical Interviewing, 7th ed. John Wiley & Sons: NY. ISBN: 978-1119215585.

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.

Sample of Additional Readings:
Assigned the week before required reading

Blades, C. A., Stritzke, W. G., Page, A. C., & Brown, J. D. (2018). The benefits and risks of asking research participants about suicide: A meta-analysis of the impact of exposure to suicide-related content. *Clinical psychology review*, *64*, 1-12.

Chen, C. K., Nehrig, N., Wash, L., Schneider, J. A., Ashkenazi, S., Cairo, E., ... & Palfrey, A. (2020). When distance brings us closer: leveraging tele-psychotherapy to build deeper connection. *Counselling Psychology Quarterly*, 1-14.

Dazzi, T., Gribble, R., Wessely, S., & Fear, N. T. (2014). Does asking about suicide and related behaviours induce suicidal ideation? What is the evidence?. *Psychological medicine*, *44*(16), 3361-3363.

Goode, J., Park, J., Parkin, S., Tompkins, K. A., & Swift, J. K. (2017). A collaborative approach to psychotherapy termination. *Psychotherapy*, *54*(1), 10.

Lord, S. P., Sheng, E., Imel, Z. E., Baer, J., & Atkins, D. C. (2015). More than reflections: Empathy in motivational interviewing includes language style synchrony between therapist and client. *Behavior therapy*, *46*(3), 296-303.

Nienhuis, J. B., Owen, J., Valentine, J. C., Winkeljohn Black, S., Halford, T. C., Parazak, S. E., ... & Hilsenroth, M. (2018). Therapeutic alliance, empathy, and genuineness in individual adult psychotherapy: A meta-analytic review. *Psychotherapy Research*, *28*(4), 593-605.

Pintado, S. (2019). Changes in body awareness and self-compassion in clinical psychology trainees through a mindfulness program. *Complementary therapies in clinical practice*, *34*, 229-234.

Evaluation and Grading: (100 points total)
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. 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 an "A" (Credit) in this class if you demonstrate mastery of the appropriate skills, complete assignments in a timely fashion, demonstrate an awareness and adherence to ethical decision-making processes, and demonstrate an attitude of seeking excellence in your therapeutic skills. Because attendance and participation are central to learning in this course, **unexcused absences will result in a significant loss of points and more than two absences of any kind will result in a final No Credit on your transcript.**

Attendance:	15 points	15 weeks (1 points each)
	20 points	Attended a minimum of 13 classes
Professionalism:	10 points	In-class participation, supervision participation, quality of participation, timeliness, and effort
Identity Reflection:	5 points	Further instructions handed out in class
Growth Edge Reflection:	5 points	Further instructions handed out in class
Skill Building Sessions:	45 points	5 total sessions
Ethical Violation:	Will result in significant loss of points & possible failure	

80-100 points = Credit (CR on transcript)
79 points and below = No Credit (NC on transcript)

Tentative Topical Outline (subject to change):

Calendar	Week	Topic	READ FOR THIS CLASS
8/26	1	Orientation to Class Introduction to Motivational Interviewing **Assignment: Identity Reflection**	SF 1
9/2	2	Motivational Interviewing Skills/Practice **Identity Reflection Due** **Assignment: Skill Build 1**	Lord et al., 2015 Nienhuis et al., 2018
9/9	3	Nondirective Listening Skills Progress Notes MITI Coding	SF 2 & 4
9/16	4	MITI Coding Skill Build #1 **DUE: Skill Build 1**	SF 7
9/23	5	Directive Listening Skills & Skills Toward Action **Skill Build 1 Supervision Week**	SF 5 & 6
9/30	6	Practicum Intro and Sites Review Progress Notes **Assignment: Skill Build 2 (2nd MI Session)**	
10/7	7	Values Identification & Wellbeing **DUE: Skill Build 2 (2nd MI Session)**	SF 11
10/14	8	Values Identification & Wellbeing **Skill Build 2 Supervision Week**	Pintado, 2019
10/21	9	Live Sessions (in-class) **DUE: Skill Build 3 – Values & Wellbeing**	Chen et al., 2020
10/28	10	Suicide Risk Assessment **Skill Build 3 Supervision Week**	SF 10 Blades et al., 2018 Dazzi et al., 2014
11/4	11	Suicide Risk Assessment Review **DUE: Skill Build 4 – Values & Wellbeing** **DUE: Skill Build 5 – Suicide Risk Assessment (in-class)**	
11/11	12	**Skill Build 4 & 5 Supervision Week**	
11/18	13	Practicum Prep – Part 1 (Logistics) **Assignment: Identify "Growth Edges"** ***Potential Extra Skill Build – Suicide Risk Assessment**	SF 12 Goode et al., 2017

11/25	14	OFF (THANKSGIVING BREAK)
12/2	15	Practicum Prep – Part 2 (Professionalism) **Growth Edges Due**
12/9	16	Finals Week (Flex week, if needed)

Laptop/Computer/Phone Policy: This course (and your grade) heavily depend on your active participation; therefore, there are several expectations for this learning format. It is expected that phones and computers will be put away during the class period unless explicitly indicated otherwise by the instructor. Note-taking is not required and can be done with paper and pencil, if necessary. The course is structured so that you will learn the most by fully engaging with the materials and being in the present moment, rather than working on other things including taking notes.

Teaching Strategies: Successful completion of this course requires integration of a large body of knowledge. To maximize integration of the material, class time will primarily be spent practicing new clinical skills, discussing lecture topics, and applying this knowledge to skill building sessions. In addition to acquiring this new knowledge base, students will work on building therapy skills that promote change, and learn to adopt an empathic, invested, competent (enough) and confident (enough) attitude that promotes trust and collaboration. Many skills and a growing awareness of self, others, and therapeutic processes will evolve out of participation in skill building exercises during class. Video recordings of skill building sessions will be made and students will meet with me or a trained doctoral student for individual supervision to review video recorded sessions. If recordings reveal anything a student is not comfortable disclosing—that portion of the recording can be deleted. Feedback from the case presenter to the therapist (i.e., skill builder) is very important—and requires gentle genuineness and tact to facilitate awareness and improvement of skills.

Course Policies and Requirements:

Ethical behavior: Many students have reported knowing that this program was the right one for them as they practiced skills and had others "practice on them." As you participate in skill building sessions with peers or other students, you or they may at times reveal information you or they would like to have kept confidential. It is important that you treat this information as confidential. I will also. You are not graded on your willingness to reveal personal information, nor are you rewarded in accordance with your "client's" level of self-disclosure. I will also allow you to delete anything from a video recording that you are uncomfortable sharing with me. If the whole recording is such that you would prefer for me to assess you in a different manner, please talk with me about our options. **Ethical violations and/or unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the professor who will consult with a peer and meet with the student to determine the appropriate response.**

Due to the highly interactive nature of the class session, attendance is expected during our scheduled class periods. **If you are unable to attend a class session you must contact me prior to the class period. Tardiness also delays or disrupts class activities and is discouraged.**

The instructor reserves the right to make any changes to the course schedule, content, or assignments as deemed necessary. Students will be notified of any changes to the course immediately.