UTTyler COLLEGE OF EDUCATION & PSYCHOLOGY

Department of Psychology and Counseling

COUN 5392-001: Helping Relationships and Clinical Interviewing (3 credits)

Fall 2025 Syllabus
Course Time: Tuesdays 5:00 pm to 7:45 pm
Location: BEP 250

Instructor: Zahide Sunal, Ph.D.
Office Location: HPR 220
Office Hours: Wednesday 12:30 pm to 3:30 pm (by appointment)
Email: zsunal@uttyler.edu (preferred method of contact)
Office Phone: 903-565-5899
Instructional Support Specialist: Ashleigh Varela, MA, LPC
Email: TBA

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-playing 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 (core)	Learning Activities and Assessments
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
Counselor characteristics and behaviors that influence the counseling process.	2.F.5.f.	Lectures, Role Plays & Self-Reflections
Essential interviewing, counseling, and case conceptualization skills.	2.F.5.g.	Lectures, 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, Trainings
Crisis intervention, trauma-informed and community-based strategies, such as Psychological First Aid	2.F.5.m.	Lectures, Trainings
Processes for aiding students in developing a personal model of counseling	2.F.5.n.	Lectures, Role Plays & Self-Reflections
Assessment of risk to self and others	2.F.7.c	Lectures, Trainings
Identifying and reporting trauma and abuse	2.F.7.d.	Lectures, Trainings

REQUIRED TEXTBOOKS AND MATERIALS

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

* **Additional readings and resources will be posted in 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.*

COURSE STRUCTURE & METHODS OF INSTRUCTION:

This is a face-to-face course. There are weekly mandatory class meetings with the instructor, and you are expected to attend all classes as outlined in the course schedule. The course is set up in weekly learning units that equate to approximately 6 hours of classwork (lectures, activities, homework, readings) per week.

**You will be in a client and 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 (or real-plays) is entirely up to you and your comfort level; be aware that recordings will 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 schedules, links to outside activities, and so on. Within each module folder, the activities necessary to successfully complete that module are described in detail. It is students' responsibility to examine the module and get in touch with the instructor, if they are not clear about the requirements. It is students' responsibility to be mindful of assignment due dates and reach out in a manner to allow sufficient time for clarification and completion of assignments.

COURSE POLICIES AND REQUIREMENTS

ATTENDANCE POLICY

Student attendance in this class is critical. It is expected that students *will attend all classes*. 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 an additional 10 points from their overall grade. All absences must be discussed with the instructor before the class is missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

CLASS PUNCTUALITY

Students are expected to attend classes on time, meaning you should arrive at least 5–10 minutes before the scheduled class time and be seated and ready for class to begin. Students who arrive at or after the start time will be considered late. Consistently arriving late will result in points being deducted from their participation grade. Repeated late behavior in more than one class will lead to a drop in attendance and participation points for each incident.

TECHNOLOGY REQUIREMENTS

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**. 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 submissions for this course will be online via Canvas. **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 choose 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.**

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 zsunal@uttyler.edu

***Note: make sure that you do not send emails to rgradl@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 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 (Dr. Sunal).
- 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 emails 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.

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 that arise in the practice of role-playing 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 instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both 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 counselors to 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, the 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 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.

COURSE FEEDBACK AND EVALUATION

Your constructive assessment of this course plays an indispensable role in shaping education at the 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, I will be *supporting and challenging you* to expand your knowledge base, increase your breadth and depth of skills, and 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, your role plays and related assignments.

PROFESSIONAL DISPOSITIONS ASSESSMENT

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (i.e., ACA Code of Ethics, 2014). The **systematic assessment** of students is required by CACREP (2016) Section 4.G.; 4.H. and ACA Code of Ethics (2014) Section F.9: F.9.a; F.9.b. In this course and throughout the CMHC program, we use the Assessment of Professional Counseling Dispositions (APCD) to assess and score professional dispositions. A score below 2 in ANY single domain of the APCD may result in the loss of all professionalism and participation points, failure of the course, and possibly dismissal from the program. Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor.

Professional Dispositions Indicators	Unacceptable	Acceptable	Optimal
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3
11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

PARTICIPATION AND 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 that 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. Being on time means arriving at class at least 10 minutes before the scheduled class time and being in your seat and ready for class to begin.
Students are expected to attend classes on time, ready to engage in learning at the time class begins. Furthermore, the Assessment of Professional Counseling Dispositions (APCD) is used as a guideline to assess and score professionalism in this course and throughout the CMHC program. A score below 2 in **ANY** single domain of the APCD could result in the loss of all participation and professionalism points for the semester. Students should refer to this document for a clearer understanding of professionalism expectations in this course and eventually as a professional counselor. 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, clinic, and online interactions with their peers and the instructor. You are expected to be fully engaged in the course, invested in your own learning and the learning of others, and eager to participate. Concretely, active participation and professionalism means but is **NOT** limited to:

- 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 knowledge and skills
- Exhibiting growth in content knowledge and skills
- Contributing to a professional climate

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, case concpetulaization, and transcripts). Formats for these written assignments will be posted on Canvas. Additional information will be discussed in class prior to each recording. This assignment meets the following CACREP standards: 2.F.5.c., 2.F.5.d., 2.F.5.f., 2.F.5.g., 2.F.5.h., 2.F.5.n.

ONLINE TRAINING

Throughout the semester students are required to complete two online trainings and submit the completion certificates to Canvas. This assignment meets the following CACREP standards: 2.F.5.l., 2.F.7.c., 2.F.7.d.

1. Columbia Suicide Severity Rating Scale (C-SSRS) – To complete the C-SSRS training for clinical practice, visit http://c-ssrs.trainingcampus.net

2. The Texas Department of Family Protective Services Reporting Suspected Abuse or Neglect of a Child: A Guide for Professionals. To complete this training visit https://www.dfps.state.tx.us/Training/Reporting/online.asp

LATE ASSIGNMENT POLICY

Students are 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 the 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**. Assignments 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 a maximum of 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.** CANVAS is the only method assignments are accepted (Email and hard copy are 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 11:59 pm 04/29/2025.

Assignment	Points
Participation and Professionalism	15 points
Trainings (1 point each)	2 points
Role Play 1 (10 min)	
a. Recording	2 points
b. Transcript	5 points
c. Reflection	1 point
Role Play 2 -Intake (50 min)	
a. Recording	14 points
b. Transcript	7 points
c. Intake Report	1.5 points
d. Case Conceptualization	1.5 points
e. Reflection	1 point
Role Play 3 (50 min)	
a. Recording	14 points
b. Transcript	7 points
c. Note	2 points
d. Reflection r	2 points
Role Play 4 -Termination (50 min)	
a. Recording	14 points
b. Transcript	7 points
c. Note	2 points
d. Reflection	2 points
	Total: 100

A ® 100-90	**B ® 89-80**	*C ® 79-70	*D ® 69-60	*F ® 59-0 points

A grade of B or better is needed for this course to be successfully completed.
Students often wonder what constitutes a particular grade in the courses I teach. From my perspective, if a student has completed standard, average work on an assignment, then the work will receive a "B." A grade of "A" denotes exceptional work beyond the basic and/or minimal expectations.

Since this is graduate-level work, it is expected that students will hand in grammatically correct papers, have the correct spelling, and conform to the APA 7th edition guidelines. Do not, repeat, do not write papers as if talking to me, using common figures of speech. Writing is NOT talking, and it takes practice, patience, and intentionality to break this habit. On each written assignment I will deduct points from the final score based on writing and composition skills, and APA formatting. If you believe there are weak areas for you, please utilize the University Writing Center as they are more than prepared to help you with writing, composition, and research skills.

A grade of IP 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 coursework 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 before 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.

Week/ Date	Topic	Read and Watch Before Class/ Assignments Due	CACREP Standards
Week 1 8/26	Introduction and Course Overview	Syllabus **Read:** Hook et al. (2013); Day-Vines et al. (2018)	
Week 2 9/2	Essential Interviewing and Counseling Skills, Therapeutic Relationship & Skills Review Impact of Technology, and In-Person and Technology-Assisted Relationships	**Read:** Young Ch. 4, 5 & 6; Geller (2013)	2.F.5.f., 2F.5.n. 2.F.5.d., 2.F.5.e.
Week 3 9/9	Demonstrate interviewing and counseling skills, ability to develop a treatment plan, ability to	**Work on RP1**	2.F.5.g., 2.F.5.h., 2.F.5.n., 2.F.5.f.

	incorporate personal model of counseling; ability to assess how counselor characteristics and behaviors impact counseling process.		
Week 4 9/16	Intake Assessment, Goals Setting & Treatment Plan	**Assignment: RP1** **Read:** Young Ch.8 **Watch:** Intake Assessment Example	2.F.5.g.
Week 5 9/23	Case Conceptualization Skills Counseling Treatment or Intervention Plans	**Read:** Gehart (2016) Ch 2; Sperry & Sperry (2020) Ch. 1 & 4	2.F.5.g. 2.F.5.h.
Week 6 9/30	Demonstrate interviewing and counseling skills, ability to develop a treatment plan, ability to incorporate personal model of counseling; ability to assess how counselor characteristics and behaviors impact counseling process.	**Work on RP2**	2.F.5.g., 2.F.5.h., 2.F.5.n., 2.F.5.f.
Week 7 10/7	Change Techniques	**Assignment: RP2** **Read:** Young Ch 9 & 10	2.F.5.n.
Week 8 10/14	Challenging Skills	**Read:** Young Ch. 7	2.F.5.n.
Week 9 10/21	Clinical Documentation	**Read:** Cameron & Turtle-Song (2002)	
Week 10 10/28	Demonstrate counseling skills, ability to incorporate personal model of counseling; ability to assess how counselor characteristics and behaviors impact counseling process	**Work on RP3**	2.F.5.f., 2.F.5.h., 2.F.5.n.
Week 11 11/4	Crisis Intervention Suicide Assessment and Safety Planning	**Assignment: RP3** **Read:** Granello (2010) **Watch:** Suicide Assessment Recording	2.F.5.l 2.F.5.m. 2.F.7.c
Week 12 11/11	Evaluation, Reflection, & Termination	**Assignment: TDFPS Training** **Assignment: C-SSRS Training** **Read:** Young Ch. 11 **Watch:** Termination Example	2.F.5.n.
Week 13 11/18	Demonstrate counseling skills, ability to incorporate personal model of counseling; ability to assess how counselor characteristics and behaviors impact counseling process	**Work on RP4**	2.F.5.f., 2.F.5.h., 2.F.5.n.
Week 14 11/25	**Thanksgiving Break**		
Week 15 12/2	Course wrap up	**Assignment: RP4**	2.F.5.f., 2.F.5.h., 2.F.5.n.
Week 16 12/9	**Final Exams Week (No Class)**		

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.

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, or 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.uttyler.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 from 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 an 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 that 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 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 instructor 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 another 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 (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, 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)

COUN 5392
Interpersonal Skills Consent

I am currently a student enrolled in COUN 5392 at the 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 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.

_____
Students Name (Print)

_____
Date

_____
Students Signature

COUN 5392
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.

_____

Volunteer Client (Signature) Date

_____

Counselor-Trainee (Signature) Date

Adapted from Ivey & Ivey (2003)