Course Information:
PSYC 5392.001 – Clinical Skills I
Fall 2025
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
Office Phone: 903-566-6268
Email: (preferred) amcguire@uttyler.edu

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	6 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
8/27	1	Orientation to Class Introduction to Motivational Interviewing **Assignment: Identity Reflection**	SF 1

9/3	2	Motivational Interviewing Skills/Practice **Identity Reflection Due** **Assignment: Skill Build 1**	Lord et al., 2015 Nienhuis et al., 2018
9/10	3	Nondirective Listening Skills Progress Notes MITI Coding	SF 2 & 4
9/17	4	MITI Coding Skill Build #1 **DUE: Skill Build 1**	SF 7
9/24	5	Directive Listening Skills & Skills Toward Action **Skill Build 1 Supervision Week**	SF 5 & 6
10/1	6	Practicum Intro and Sites Review Progress Notes **Assignment: Skill Build 2 (2nd MI Session)**	
10/8	7	Values Identification & Wellbeing **DUE: Skill Build 2 (2nd MI Session)**	SF 11
10/15	8	Values Identification & Wellbeing **Skill Build 2 Supervision Week**	Pintado, 2019
10/22	9	Live Sessions (in-class) **DUE: Skill Build 3 – Values & Wellbeing**	Chen et al., 2020
10/29	10	Suicide Risk Assessment **DUE: Skill Build 4 – Values & Wellbeing** **Assignment: Skill Build 5 – Suicide Risk Assessment** **Skill Build 3 Supervision Week**	SF 10 Blades et al., 2018 Dazzi et al., 2014
11/5	11	Suicide Risk Assessment Review **DUE: Skill Build 5 – Suicide Risk Assessment**	
11/12	12	**Skill Build 4 & 5 Supervision Week**	
11/19	13	Practicum Prep – Part 1 (Logistics) **DUE: Skill Build 6 – Suicide Risk Assessment** **Assignment: Identify "Growth Edges"**	SF 12 Goode et al., 2017
11/26	14	OFF (THANKSGIVING BREAK)	
12/3	15	Practicum Prep – Part 2 (Professionalism) **Growth Edges Due**	
12/10	16	Finals Week (Flex week, if needed)	

Laptop/Computer/Video Conference 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 the use of your computers will be limited to note-taking and that you will avoid doing other work in class, using any type of social media, or texting during class time. In general, you are expected to be engaged with the material we are covering, class discussions, and exercises.

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 tape 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.

<u>University Policies</u>

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, quit lines, 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 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.

Disability/Accessibility Services
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.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.

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 one self 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, home work 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 plagiarism software.

Recording of Class Sessions

Class sessions may be recorded by the instructor for use by students enrolled in this course. Recordings that contain personally identifiable information or other information subject to FERPA shall not be shared with individuals not enrolled in this course unless appropriate consent is obtained from all relevant students. Class recordings are reserved only for the use of students enrolled in the course and only for educational purposes. Course recordings should not be shared outside of the course in any form without express permission.

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)