Syllabus

Course Information
COUN 5392.001: Helping Clinical Interviewing
Mondays 5:00 PM—7:45 PM
Spring 2015

Location: TBA

Instructor Information
Ricardo Phipps, Ph.D., NCC
Office: HPR 207
Office Hours: Mon 2-4 PM, Tu 2-4 PM, Wed 2-4 PM, or by appointment (email)
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Email: rphipps@uttyler.edu (preferred contact method)

College of Education and Psychology

Course Catalog Description
COUN 5392: Helping Relationships and Clinical Interviewing (3 hours)
This is a clinical skills course emphasizing the acquisition of therapeutic helping
relationship skills and interviewing through role playing and modeling. Video and
audio feedback as well as direct supervision is provided. Prerequisites—Grade of
"B" or better in COUN 5312, COUN 5328 and COUN 5391 and departmental consent.

Purpose
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 Objectives

CACREP Common Core Standards (II.G.5)
HELPING RELATIONSHIPS—studies that provide an understanding of the
counseling process in a multicultural society, including the following:

b. counselor characteristics and behaviors that influence helping processes;
   c. essential interviewing and counseling skills

Skills (CACREP CMHC Standards)
1. Demonstrates the ability to use procedures for assessing and managing suicide risk. (III.D.6)
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management. (III.H.2)

**Skills (CACREP School Counseling Standards)**
1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (III.D.1)
2. Demonstrates the ability to use procedures for assessing and managing suicide risk. (III.D.4)

**Texts**

**Required Text**

and


or


**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.

Journal Articles will be assigned throughout the semester and will be posted on Blackboard or otherwise provided by the instructor. They are as follow:


**Evaluation and Grading**
Grading Scale
Final course grading will be done on a Credit/No-Credit basis. Credit will be awarded for the accumulation of 800 or more points, the equivalent of a B according to the following scale:

- 900 to 1000 points \( \rightarrow \) A
- 800 to 899 points \( \rightarrow \) B
- 700 to 799 points \( \rightarrow \) C
- 600 to 699 points \( \rightarrow \) D
- Below 600 points \( \rightarrow \) F

Course Requirements:

1. **Response Papers.** Students will prepare three 2 page (APA format) response papers reacting to the journal articles assigned throughout the semester. Students are asked to summarize what they have read in one paragraph. Subsequent paragraphs should cover personal thoughts about the content of the article (e.g., agree, disagree, why), applications of the content to counseling practice, and further questions or areas of interest that the content of the article raised for the student. Discussion of the responses will take place in class. Papers will be due at the end of the class period indicated as the due date on the syllabus. Late submissions will not be accepted without prior clearance from the instructor. See the course outline for due dates. (50 points for each, 150 points total)

2. **Mid-Term and Final Video and Transcript.** Students will prepare a digitally recorded video, 15 minutes at mid-term and 30 minutes at final, of a counseling session completed outside class time with another student in the class. A complete transcript of the counseling session is required with both video submissions, with at least 10 counseling skills clearly identified in the mid-term transcript and 20 counseling skills clearly identified in the final video. Students should use questioning no more than three times in the mid-term video and no more than five times in the final video. At the end of the transcripts, students should attach a one page summary and self-evaluation of the session. Students should identify session strengths and reference particular statements that evidence those strengths as well as identify areas for growth and further development. Students should adequately test videos before submission to make sure they are audible and visible. Videos that are not of sufficient quality for viewing will not receive credit. Supervision appointments will be set up by the instructor to give feedback on counseling sessions and self-evaluations. See the course outline for due dates. (200 points for midterm, 300 points for final)

3. **Reflection Paper on Man’s Search for Meaning (Frankl) or The Four Agreements (Ruiz).** Students will write a 5 page reflection paper on either of the two literary pieces listed above, giving special attention to their
applications to counseling and client struggles with self-understanding and change. Students will also be asked to engage in discussion/presentation in class. See the course outline for due date. (250 points total)

4. **Participation.** It is expected that students will attend all classes and actively participate. Role play will be done during most class sessions and is an integral part of the learning process. Students will also be required to engage in dyadic or triadic supervision throughout the semester. The Counseling Skills Scale (CSS) will be used during supervision sessions as a tool to gauge progress. Available supervision meeting times will be provided by the instructor throughout the semester. All absences must be discussed with the instructor prior to the class missed. (100 points total)

**Course Outline**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Jan. 12</td>
<td>Introduction and Overview</td>
<td></td>
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<tr>
<td>Jan. 19</td>
<td>MLK, JR. HOLIDAY</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
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<tr>
<td>Jan. 26</td>
<td>Therapeutic Relationship</td>
<td>S-F Ch. 2, 5 Rogers (1957/92)</td>
<td>Response Paper for Rogers (1957/92)</td>
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<td>Feb. 2</td>
<td>Initial Session, Assessment</td>
<td>S-F Ch. 6-7</td>
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<td>Feb. 9</td>
<td>Basic Counseling Skills</td>
<td>S-F Ch. 3</td>
<td>Reflection Paper Due (Frankl or Ruiz)</td>
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<td>Feb. 16</td>
<td>Basic Counseling Skills</td>
<td>S-F Ch. 4</td>
<td></td>
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<tr>
<td>Feb. 23</td>
<td>Mental Status Examination</td>
<td>S-F Ch. 8</td>
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<td>Mar. 2</td>
<td>Confrontation, Identification of Themes</td>
<td>Reading Posted on Blackboard</td>
<td>MID-TERM VIDEO &amp; TRANSCRIPT Due</td>
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<tr>
<td>Mar. 9</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
<td>NO CLASS</td>
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<tr>
<td>Mar. 30</td>
<td>Counseling Skills with Children and Youth</td>
<td>S-F Ch. 13</td>
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<td>Date</td>
<td>Topic</td>
<td>Reading/Assignments</td>
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<tr>
<td>Apr. 13</td>
<td>Crisis Management (Suicidal Ideation, Homicidal Ideation)</td>
<td>S-F Ch. 9</td>
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<td>Apr. 20</td>
<td>Termination</td>
<td>Reading Posted on Blackboard</td>
<td></td>
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<tr>
<td>Apr. 27</td>
<td>Review and Practice</td>
<td>FINAL VIDEO &amp; TRANSCRIPT Due</td>
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**Note about Instructional Strategies**

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, before the whole class group, and in small group settings. 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, it is suggested that scenarios used in the role plays be based on personal experiences.

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.

Role Plays will also need to be done outside of class and videotaped for supervision purposes. Appropriate Informed Consent documents should be obtained for these video sessions.

**Course Policies**

**Social Media Policy:** Texting, use of social media, or anything in this category is not allowed during class. If you need to contact someone in the case of an emergency, please step out of the classroom to do so and return as quickly as possible. Students are expected to be engaged with course material during class time. Counselors need to be focused on their clients for extended periods—this will be good training.

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

**Student Rights and Responsibilities**
Explanations of UT-Tyler policies affecting the rights and responsibilities of students may be found at [http://www.uttyler.edu/wellness/rightsresponsibilities.php](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**Disability Services**
In accordance with Section 304 of the Rehabilitation Act, Americans with Disabilities Act (ADA), and the ADA Amendments Act (ADAAA), UT-Tyler offers accommodations for students with learning, physical, and/or psychiatric disabilities. If you have a disability, including a learning disability, for which you request accommodations, contact Ida MacDonald in the Office of Disability Services so that appropriate arrangements may be made. In accordance with federal law, students requesting disability services must submit appropriate documentation of their disability to the Disability Services counselor. For more information, contact the Office of Disability Services by visiting University Center Room 3150 or calling 903-566-7079. Resources are also available on the UT-Tyler website at [http://www.uttyler.edu/disabilityservices](http://www.uttyler.edu/disabilityservices).

**Grade Replacement/Forgiveness**
Students repeating a course for grade replacement must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) by the Census Date (university determined deadline for the submission of various documentation for each semester) of the semester in which the course will be repeated. Failure to do so will result in both the original and repeated grades being used to calculate overall grade point average. Undergraduates may utilize grade replacement for three courses during their career at UT-Tyler; graduate students may utilize grade replacement for a maximum of two courses.

**State-Mandated Course Drop Policy**
State law prohibits students who began college for the first time in or after Fall 2007 from dropping more than six courses during their undergraduate career, including courses dropped at another 2-year or 4-year Texas public institution of higher learning. A dropped course is defined as any course dropped after the Census Date (Census Date is listed on the Academic Calendar). Exceptions to this policy are given in the university catalog; contact the Enrollment Services Center with further questions.

**Student Absences Due to Religious Observances**
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 Absences Due to University-Sponsored Events/Activities**
Students who intend to be absent for a university-sponsored event or activity (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 may be completed.

**Social Security and FERPA Statement**

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

**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.

“Cheating” includes, but is not limited to:

- Copying from another student’s test paper;
- Using during a test materials not authorized by the person administering 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 “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 instructor has designed that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- Paying or offering money or other valuable thing to or coercing another person to obtain an unadministered test, test key, homework solution, or computer program;
• Falsifying research data, laboratory reports, and/or other academic work offered for credit;
• Taking, keeping, misplacing, or damaging the property of UT-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.

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

“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.

Disclaimer

Every effort will be made to follow the syllabus as outlined. However, the instructor reserves the right to make changes as needed. Changes will be announced with adequate time for proper adjustments and may be made due to institutional requirements or academic needs. In the event of changes, measures will be taken to minimize adversity for students. Concerns should be discussed with the instructor.

Mission Statement

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry; organizes knowledge for application, understanding and communication; and provides leadership and service.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.