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.

Student Learning Outcomes and Assessments:
Upon successful completion of COUN 5392 a student will be able to:

1. Demonstrate and articulate skills necessary to build a therapeutic relationship (CACREP II.G.5.b; II.G.5.c)
2. Demonstrate effective procedures for conducting initial clinical interviews (CACREP II.G.5.c; CACREP III.G.2, CACREP III.H. 1, 2)
3. Construct a personalized intake interview form (with possible attachments) (CACREP II.G.5.c)
4. Perform role play interviews as therapist and client with class members (CACREP II.G.5.b, c)
5. Demonstrate the ability to write clinical intake reports (CACREP II.G.5.c)
6. Demonstrate the ability to conceptualize DSM-V diagnoses (CACREP II.G.5.c; CACREP III.K.1, K.2, K.5; CACREP III.L.1, L.2, L.3)
7. Demonstrate the ability to construct a treatment plan (CACREP II.G.5.c; CACREP III.H. 1, 2)
8. Demonstrate ethical decision making processes (CACREP II.G.5.b, c)
9. Demonstrate growing confidence necessary to work with a diverse client populations (CACREP II.G.5.c; CACREP III.E.1,2,3, CACREP III.F.3)
10. Demonstrate knowledge of crisis intervention, suicide prevention, and psychological first aid strategies(CACREP II.G.5.g)
Required Texts/Readings:

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.

Recommended Texts:

Evaluation and Grading
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. 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 an “A” 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.
You are allowed one excused absence without a loss of points from your final grade.

Grading Scale
A (900 - 1000 points)
B (800 - 899 points)
C (700 - 799 points)
D (600 - 699 points)
F (Below 600 points)

Course Requirements:

1. Professionalism: 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 instructor will use an evaluation tool 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 (50 points total).
2. **Response Paper:** Students will prepare a 2-page (APA format) response paper reacting to the Roger’s article (see above). 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. Please bring a paper copy to class. Late submissions will not be accepted without prior clearance from the instructor (50 points).

3. **Reflection Paper on Man’s Search for Meaning (Frankl).** Students will complete a double entry journal (approx. 5 pages), 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. Please bring a paper copy to class. See Appendix A for formatting (100 points).

4. **Role Plays.** Throughout the semester, students are required to complete a series of five role plays to demonstrate their counseling abilities. On the weeks that the role plays are due, students will engage in supervision with the instructor to review the recordings and discuss strengths along with areas of growth. The instructor will schedule additional supervision times with the students during these weeks. In addition to the recordings, students should have thoroughly reviewed their videos and must bring a completed evaluation form (See Appendix B). Additional information will be discussed in class, prior to the recording. The following are the list of the topics of the role-plays:
   1. Building the Relationship- Listening and Understanding (~30 mins, 100 points)
   2. Building the Relationship- Second Session (~30 - 40 mins, 100 points)
   3. Intake (~30 mins, 100 points)
   4. Intake Take 2 and Session Integration (~30-40 mins, 100 points)
   5. Crisis Assessment (~30 mins, 100 points)

5. **Reports.** Students will complete two reports throughout the semester to demonstrate their assessment and treatment planning skills. Chapter 7 provides guidelines and examples.

   Report #1 – This report will be completed based on the presenting client from your “Intake” Session (see pages 230-246 for examples, 125 points).

   Report #2 – The second report will be completed based on your “Intake Take 2 and Session Integration”. In addition to completing a report, you will also provide a provisional diagnosis and treatment plan (175 points).
**Tentative Course Schedule**
(Instructor reserves the right to change the following calendar as needed.)

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction and Overview</td>
<td>S-F Preface, Ch. 1</td>
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<td>Week 2</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>Week 3</td>
<td>Attending and Listening</td>
<td>S-F Ch. 3</td>
<td>Role Play #1</td>
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<td>Week 4</td>
<td>The Interview Process</td>
<td>S-F Ch. 4</td>
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<td>Week 5</td>
<td>Interview Process and Relationship</td>
<td>S-F Ch. 6</td>
<td>Frankl Double Entry Journal</td>
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<td>Week 6</td>
<td>Intake Interviewing and Report Writing</td>
<td>S-F Ch. 7</td>
<td>Role Play #2</td>
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<td>Week 7</td>
<td>Mental Status Examination</td>
<td>S-F Ch. 8</td>
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<td><strong>Week 8</strong></td>
<td><strong>Enjoy your SPRING BREAK!</strong></td>
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<td>Week 9</td>
<td>Confrontation and Diversity Considerations</td>
<td>S-F Ch. 11</td>
<td>Role Play #3</td>
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<td>Week 10</td>
<td>Diagnosis and Treatment Planning</td>
<td>S-F Ch. 10</td>
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<td>Week 11</td>
<td>Counseling Skills with Youth &amp; Families</td>
<td>S-F Ch. 13,14</td>
<td>Role Play #4</td>
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<td>Week 12</td>
<td>Challenging Clients and Situations</td>
<td>S-F Ch. 12</td>
<td>Report #1</td>
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<td>Week 13</td>
<td>Crisis Intervention</td>
<td>S-F Ch. 9</td>
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<td>Week 14</td>
<td>Psychological First Aid</td>
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<td>Week 15</td>
<td>Termination</td>
<td>Reading Posted on Blackboard</td>
<td>Report #2</td>
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<td>Week 16</td>
<td>Final Supervision</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

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.
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:
   a) Copying from another student’s test paper;
   b) Using during a test materials not authorized by the person administering the test;
   c) Failure to comply with instructions given by the person administering the test;
   d) 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
   e) of textbooks constitutes a violation if they have been specifically prohibited
   f) by the person administering the test;
g) Using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;

i) Collaborating with or seeking aid from another student during a test or other assignment without authority;

j) Discussing the contents of an examination with another student who will take the examination;

k) 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;

n) Substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;

o) 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;

q) Falsifying research data, laboratory reports, and/or other academic work offered for credit;

r) 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

s) 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.

v) “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.

w) “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.
## Double Entry Journal (Please type)

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<th>Significant Quotes or Points (pg. #)</th>
<th>Explanation of Importance and Personal/Professional Connections</th>
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APPENDIX B
ROLE PLAY REFLECTION

Student Name: ________________________________________________     Recording: ________

Three phrases to describe how you felt before the session:

Three phrases to describe how you felt during the session:

Three phrases to describe how you felt after the session (or when reviewing):

Areas of strength:

Areas of growth:

Things I learned personally:

Things I learned professionally:

Things I would change for the next go around:

My plan of action to address areas of growth and continue to grow personally and professionally:
Contact Information

Name (and preference):
Program Track/Major:
Telephone number(s):
Email address:

What do you hope to gain from the experience?

What questions do you have for the professor?

Is there anything else that I need to know about you to help me to teach you more effectively?