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 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.

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

Final Grades will be awarded on a credit (CR)/in progress (IP)/no credit (NC) basis.
800 – 1000 = Credit

Course Requirements:

1. **Professionalism:** It is expected that students will attend all classes and actively participate. Students will also be required to engage in supervision throughout the semester. The instructor will use an evaluation tool during supervision sessions 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. **Missing more than one class will result in an “IP” or “NC” for the class** unless otherwise determined by the professor (200 points total).
2. **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).

3. **Role Plays.** Throughout the semester, students are required to complete a series of five role plays to demonstrate their counseling abilities. Each role play should be approximately 50 minutes in length. 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 as necessary. In addition to the recordings, students should have thoroughly reviewed their videos and must bring a completed evaluation form (Appendix B), and a progress note for the session (Appendix C). Additional information will be discussed in class, prior to the recording. The following are the list of the topics of the role-plays:
   1. Intake (100 points)
   2. Building the Relationship- Listening and Understanding (100 points)
   3. Building the Relationship part 2 (100 points)
   4. Termination Session (100 points)
   5. Crisis Assessment (100 points)

4. **Report.** Students will complete a report to demonstrate their assessment and treatment planning skills. Chapter 7 provides guidelines and examples. The report will be completed based on the presenting client from your first four sessions. In addition to completing a report, you will also provide a provisional diagnosis and treatment plan (see pages 230-246 for examples, 200 points).
### Tentative Course Schedule
(Instructor reserves the right to change the following calendar as needed.)

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tr>
<td>Week 1</td>
<td>Introduction and Overview</td>
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<td>Week 2</td>
<td>Therapeutic Relationship</td>
<td>Rogers (1957/92)</td>
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<td>Week 3</td>
<td>Intake Interviewing</td>
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<td>Week 4</td>
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<td>Role Play #1</td>
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<td>Week 5</td>
<td>Skills for Directing Clients</td>
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<td>Frankl Double Entry Journal</td>
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<td>Towards Action</td>
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<td>Week 6</td>
<td>Note Taking and Report Writing</td>
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<td>Week 8</td>
<td>Diagnosis and Treatment Planning</td>
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<td>Week 9</td>
<td>SPRING BREAK!</td>
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<td>Week 10</td>
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<td>Role Play #3</td>
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<td>Week 11</td>
<td>Termination</td>
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<td>Week 12</td>
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<td>Role Play #4</td>
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<td>Granello (2010). The process of suicide risk assessment:</td>
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<td>Week 13</td>
<td>Suicide Assessment Counseling Skills with Youth &amp; Families</td>
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<td>Week 14</td>
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<td>Role Play #5</td>
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<td>Week 15</td>
<td>Crisis Intervention And Psychological First Aid</td>
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<td>Report Due</td>
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<td>Week 16</td>
<td>Final Individual Supervision Times TBD</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, outside of class, and videotaped 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, 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.

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. Missing more than one class, or excessive tardiness may result in a student receiving “IP” or “NC” for the class.

University Policies

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](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

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. Grade Replacement Contracts are available in the Enrollment Services Center or at [http://www.uttyler.edu/registrar](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
Holm - COUN 5392

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.

Student Accessibility and Resources

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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 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 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 SafeAssign™.

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, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

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)

College of Education and Psychology Mission Statement:

Vision
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission
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. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

**Clinical Mental Health Counseling Program Mission Statement:**

The Master of Arts in Clinical Mental Health Counseling (CMHC) is intended to prepare students to counsel persons experiencing psychological disturbance due to developmental, educational, career, cognitive, emotional, behavioral, cultural, relational, or environmental issues. Students develop competencies in diagnosis and assessment, evidence-based counseling/psychotherapy techniques, group processes, human development, cultural diversity, and career counseling. Students who complete their degrees and meet state certification or licensing requirements may be employed in a variety of mental health settings.
### APPENDIX A

**BOOK REFLECTION**  
*Man’s Search for Meaning*

Double Entry Journal (Please type)

<table>
<thead>
<tr>
<th>Significant Quotes or Points (pg. #)</th>
<th>Explanation of Importance and Personal/Professional Connections</th>
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</table>
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 for growth:

Things I learned about myself personally or professionally:

My plan of action to address areas of growth and continue to grow personally and professionally:
Appendix C

Session Progress Note

Date: _______ Client: ___________________________________ Counselor: ________________

Session #: _______ Time: _______ am / pm (___ on time; ___ late ___ minutes)

Reason for Counseling/Presenting Concern: _____________________________________________

Diagnosis (if applicable): ______________________________________________________________________

Subjective (Current stressors or concerns/what specifically took place in session/client report):
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Objective (Observations of the client’s progress):
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Assessment (Assessment of the client’s affect, mental status, and psychosocial functioning): 
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Plan (Homework assigned/objectives next session(s)/changes in counseling goal(s)/assessment(s) needed): 
_______________________________________________________________________________________
_______________________________________________________________________________________
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_______________________________________________________________________________________

Next appointment: Date: ________________________ Time: ________________________

Counselor Signature (with credentials)/Date        Supervisor Signature (with credentials)/Date
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?