



Department of Psychology and Counseling

COUN 5392-060: Helping Relationships and Clinical Interviewing

Fall 2021 Online

3 Credit Hours

"Fire can warm or consume, water can quench or drown, wind can caress or cut. And so it is with human relationships: We can both create and destroy, nurture and terrorize, traumatize and heal each other." (Bruce D. Perry)

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Communication: I can be reached via **email**. I will respond to your emails as promptly as possible within 24 hours of receipt Monday - Thursday.

Online Office Hours: Tuesdays 9:00AM - 12:00PM. Please let me know if you would like [to set up a meeting](#).

Content Area

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 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 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)	CACREP 2016 Standards (CMHC)	Learning Activities and Assessments
Ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling.	2.F.1.i		Lectures, Role Plays
Impact of technology on the counseling profession.	2.F.1.j		Lectures, Role Plays
Strategies for personal and professional self-evaluations and implications for practice.	2.F.1.k		Lectures, Self-Reflections Assignments, Participation Videos
Self-care Strategies appropriate to the counselor role.	2.F.1.l		Lectures, Self-Reflections Assignments, Group Supervisions
The role of counseling supervision in the profession.	2.F.1.m		Lectures, Group Supervisions
Theories and models of counseling.	2.F.5.a		Lectures, Role Plays

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, Role Plays
Counselor characteristics and behaviors that influence the counseling process.	2.F.5.f		Lectures, Role Plays, Self-Reflections Assignments
Essential interviewing, counseling, and case conceptualization skills.	2.F.5.g		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
Crisis intervention, trauma-informed and community-based strategies, such as Psychological First Aid	2.F.5.m		Lectures
Processes for aiding students in developing a personal model of counseling	2.F.5.n		Participation Videos, Self-Reflections Assignments, Group Supervision
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide.	2.F.7.c		
Cultural factors relevant to clinical mental health counseling		5.C.2.j	Lectures, Role Plays, Self-Reflections Assignments, Group Supervision
Legal and ethical considerations specific to clinical mental health counseling		5.C.2.l	Lectures, Role Plays
Techniques and interventions for prevention and treatment of a broad range of mental health issues		5.C.3.b	Lectures, Role Plays

Required Text(s) and/or Readings

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

**Additional readings may be recommended/required throughout the semester in response to students' needs or requests.*

***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.*

Methods of Instruction

Teaching Strategies

This course will be conducted completely online. There are mandatory online synchronous meetings with the instructor and online small group work will be required. Lecture, discussion, reading and writing assignments, practice and role-plays, videotaping and reviewing, and other experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

****You will be in a client role and in 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.**

I will communicate and collaborate using various technologies that will be discussed below. It is critical to your success that you fully engage through each of these modes of interactions. Quality online courses are designed to provide the student with every learning opportunity that face-to-face contact allows and at the same time, foster independent learning of the course material. Traditional face to face instruction allows for approximately 42hours of in class time and

an equal amount of time for homework, readings, and assignments. Therefore, the course is designed to require approximately 84 hours of clock time to complete.

The course is set up in 14 weekly learning units that equate to approximately 6 hours of classwork (lectures, activities, homework, readings) per week.

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 schedule, discussion boards, links to outside activities and so on. Within each module folder, the activities necessary to successfully complete that module are described in great detail. Take care to examine the module and [get in touch with me immediately](#) if you are not clear about the requirements.

Course Policies and Requirements

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 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.

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 both instructors who assess students' academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these 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 that counselors 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, 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 in order 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.

Attendance Policy

Students are expected to attend class by checking in online at least once a week to listen to lectures, and participate in class assignments. Students are also expected to participate to the synchronous meetings on Zoom at the assigned dates mentioned in the course calendar. **Students are required to attend all synchronous classes.** Each unexcused absence will result in a one-letter grade deduction from your final grade in the course (e.g., A →B). If there is an extenuating circumstance or emergency that will require you to miss a class, you should notify the professor ahead of time. You will then be asked to write a letter, and/or provide documentation that substantiates the extenuating circumstances which prevented you from coming to class. The instructor will then decide if the absence is excusable.

Class Punctuality

Students are expected to attend classes on time. Students who are consistently late at the beginning of class will have points deducted from their participation grade. Late behavior in excess of one class will result in a drop of attendance and participation points for each incident.

Class Participation on Zoom Policy

Participation is an essential component of this class. Students are expected to come to class fully prepared to actively participate in class activities and discussions. During class students will be provided with opportunities for dialogue, questions, and to engage in activities related to course content. In order to receive full participation points for this course, students will need to stay engaged during class time and regularly participate in class discussion and activities.

The CMHC program at UT Tyler is a face-to-face program that is temporarily functioning virtually due to the COVID-19 Pandemic. We look forward to being back in the classroom with all of you soon, until then though, we want to make sure we are facilitating a meaningful virtual learning environment for all of you. Part of this meaningful environment involves you, the student. Generally speaking, we have the same expectations for students attending synchronous zoom classes that we would for students attending an in-person class. As such, we (the CMHC faculty) thought it would be helpful to share our expectations of students during synchronous portions of class (e.g., zoom based classes).

- We expect that students will fully attend each class from the start time to the end time of class. Being in attendance for a zoom class means that a student has their camera turned on for the entire duration of class. Being in attendance for class also means that you are not concurrently engaged in other activities while attending online synchronous zoom classes (e.g., driving a car, working, attending an appointment, sitting in a waiting room).
- We expect that students exhibit the same professional behaviors during class time that would be expected in an in-person class. That includes sitting up right (i.e., not laying down), being awake and alert, and participating during class.
- We expect that students are able to find an appropriate environment to participate in class. An appropriate environment is one that is free from distraction and has privacy from other individuals (i.e., friends, family members, children). This is essential in clinical courses and courses with large group discussion components, as confidential information is discussed that is not appropriate for others to hear.

Use of Technology

This is an online synchronous course. As such, the following are requirements for this course:

- You will need to secure a quiet and private place for you to attend class. It is not appropriate for others to be present in the room in which you are attending class from.

- You must have your video running throughout class, unless directed otherwise by the professor (note: *in the event of a bad internet connection please contact the professor via the chat function on zoom and let them know that you will be turning off video*)
- You will need to consistently secure a strong enough internet connection to support both audio and video options on zoom.
- 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.utt Tyler.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. Assignments will be accepted through email **only** if there are difficulties with Canvas.
- Word of advice when taking an online course: **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 pants, purse, backpack, etc. Students who chose 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.**

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 matter. Please refrain from using texting language (i.e. lol, btw, omg) and/or emoticons (i.e. :- / , :-)) in your discussion responses and in 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 (Dear Dr. Grad).
- 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 email 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.

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 rgrad@utt Tyler.edu.

****Note: make sure that you do not send emails to rgrad@patriots.utt Tyler.edu, as I will not receive these messages.****

Diversity Statement

Students are expected to be sensitive to individual and multicultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender/race/ethnicity/ability/sexuality is expected and disrespectful language and/or behavior will not be tolerated. The American Counseling Association has explicit policies, standards, and

ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee's 1987 statement on tolerance, which states: In order to guarantee that each individual is free to pursue his/her potential, each member of ACA is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

Course Feedback and Evaluation

Your constructive assessment of this course plays an indispensable role in shaping education at University of Texas at Tyler. Upon completing the course, please take time to fill out the online course evaluation.

Student Performance Evaluation Criteria & Procedure

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 skills, 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*. Points in this course can be earned through professionalism and your role plays and related assignments. **Late assignments will not be accepted unless documented proof of an emergency has occurred.**

Course Assignments

- **Participation/Professionalism** (10 points)

It is expected that students will attend *all classes and actively participate*. Because this course is highly experiential, active class participation is *vital*. Students are expected to attend and participate fully in class discussion, activities, role-plays, and feedback exchange. The following descriptions are provided to give an idea of how participation and professionalism will be evaluated:

- **Excellent (8-10pts):** Proactive participation; leading, originating, informing, challenging contributions that reflect in-depth understanding and analysis of subject matter; a demonstrated ability to listen to and build upon the ideas of others; provides excellent and constructive feedback to peers.
- **Satisfactory (5-8pts):** Reactive participation; supportive, follow-up contributions that are relevant and valuable, but rely on leadership of others; contributions that reflect opinion rather than in-depth study and contemplation of subject matter; provides constructive feedback.
- **Minimally Satisfactory (2-5pts):** Passive participation; present and alert, but not actively involved; feedback is lacking depth.
- **Unsatisfactory (0-2pts):** Uninvolved; tardy, present; no feedback provided.

- **Participation Videos** (10 points each – 40 points total)

This assignment has 4 parts. During weeks 2, 5, 8, and 12 you will be asked to practice, reflect on and respond to that week's assigned readings and lectures. Your answers should include responses to the prompts provided to you on Canvas. You will be placed into small groups (no more than 2-4 members) and each of you will record an initial video (3-5 minutes) via Flipgrid and then individually you will respond to each other's post (2-3 minutes). The original poster must respond to each member's comment on their original post. Your response to your group members comments on your original post will be made by responding to your original post, not the group

member's comment. You will have to complete each discussion thread by the deadline (Part I is due Wednesday, September 1st by 11:59PM, Part II is due Wednesday, September 22nd by 11:59PM, Part III is due Wednesday, October 13th by 11:59PM, and Part IV is due Wednesday, November 11th by 11:59PM [important])

- **Role Plays** (First one 30 points, last 3 role plays 40 points each – 150 points total)
Throughout the semester, you are required to complete a series of four role plays to demonstrate your counseling skills. Each role play will be uploaded to the assignment using Arc. Students will engage in group supervision 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 the instructors' comments on Arc. Comments may include: skills used, strengths, areas for growth, observations, questions, etc. Students will also complete various written assignments with each video (counseling skills evaluation, counseling skills reflection form, SOAP notes, intake report). Formats for these written assignments will be posted on Canvas. Additional information will be discussed prior to each recording.

Evaluation/Grading

The due dates for all assignment are listed in the Syllabus and on Canvas and **must be completed by the date and time listed**. You should plan to work on your assignments around your life and submit them earlier in the week if need be. All assignments coming in any time after their due date/time will be reduced by 10% per day they are late. **NO** assignment will be accepted if submitted more than 4 days past due date.

Often time students 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 expectation.

A grade of I (incomplete) 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 course work 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 prior to 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.

Week	Assignment	Points
Throughout	In Class Participation	10 points
2, 5, 8, 12	Participation Videos (10 points each Part x 4 submissions)	40 points
4, 6, 10, 13	Role Plays (30 points first submission & 40 points the last 3 submissions)	150 points
		Total: 200

***You must earn at least 160 points to receive credit (CR) for the course.** Students who earn less than 160 points will receive either a No Credit (NC) or In Progress (IP) depending on their course performance. You must earn CR for this course to progress onto practicum. Please note that ethical violations such as breaches in confidentiality and lack of professionalism can also result in receiving NC for the course.

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.

Professional Disposition Assessment

Professional disposition is an integral component of the course. 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. The assessment is completed by the instructor based on the criteria in the table below and shown on the Final Grade Sheet. The Professional Dispositions component **is not calculated in the final grade**; however, the assessment is (1) part of the CMHC Committee's systematic student review and (2) will be included in the students' academic file.

Professional Disposition Assessment						
1.Pertinence and relevance of questions and comments	1	2	3	4	5	NA
2.Respect for ideas and integrity of others	1	2	3	4	5	NA
3.Collaborative professional relationship with peers	1	2	3	4	5	NA
4.Intercation with faculty	1	2	3	4	5	NA
5.Self-Awareness	1	2	3	4	5	NA
6.Self-confident when working with others/Leadership	1	2	3	4	5	NA
7.Commitment/Dedication/Enthusiasm/Curiosity	1	2	3	4	5	NA
8.Level of engagement in the learning process	1	2	3	4	5	NA
9.Diversity/Cultural Sensitivity- knowledge and application	1	2	3	4	5	NA
10.Responsiveness to feedback/supervision	1	2	3	4	5	NA

Professionalism. The counseling program at UT Tyler lead directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional association (i.e., ACA Code of Ethics, 2014). Ethical violations may result in failure of the course and possibly dismissal from the program).

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	Lectures, Readings and Assignments Due Before Class
Week 1 8/26	Introduction and Course Overview	Syllabus 2.D; 2.F.1.b; 2.F.1.c; 2.F.1.i; 2.F.1.j
Week 2 9/2	Therapeutic Relationship & Skills Review	Read: Young Ch. 5&6; Geller (2013); Hook et al. (2013); Day-Vines et al. (2018) Watch: Therapeutic Relationship & Skills Review Assignment: Participation Video I
Week 3 9/9	Intake Assessment, Goals Setting & Treatment Plan	Read: Young Ch.8 Watch: Intake Assessment & Treatment Plan Watch: Clinical Interviewing: Intake, Assessment and Therapeutic Alliance
Week 4 9/16	Group Supervision	Assignment: Role Play #1 Skills Eval & Self Reflection Forms Intake Form Intake Report & Treatment Plan 4F; 2.F.1.m; 2.F.1.k; 2.F.5.f; 2.F.5.g; 2.F.5.n; 5.C.2.j; 5.C.2.l; 5.C.3.b

Week 5 9/23	Challenging Skills Clinical Documentation	Read: Young Ch. 7; Cameron & Turtle-Song (2002) Watch: Challenging Skills & Clinical Documentation Assignment: Participation Video II	5.C.3.c; 5.C.3.d; 5.C.3.e
Week 6 9/30	Group Supervision	Assignment: Role Play #2 Skills Eval & Self Reflection Forms; SOAP Note	4F; 2.F.1.m ; 2.F.1.k; 2.F.5.f; 2.F.5.g; 2.F.5.n; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 7 10/7	Individual Supervision	<i>Meet for Individual Supervision this Week – as needed</i>	4F; 2.F.1.m ; 2.F.1.k; 2.F.5.f; 2.F.5.g; 2.F.5.n; ; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 8 10/14	Motivational Interviewing (Change Techniques)	Read: Young Ch. 9&10; Prochaska, DiClemente & Norcross (1992) Watch: Motivational Interviewing Assignment: Participation Video III	2.F.5.a
Week 9 10/21	Evaluation, Reflection, & Termination	Read: Young Ch. 11; Termination of Counseling Watch: Termination	2.F.1.a
Week 10 10/28	Group Supervision	Assignment: Role Play #3 Skills Eval & Self Reflection Forms; SOAP Note	4F; 2.F.1.m; 2.F.1.k; 2.F.5.f; 2.F.5.g; 2.F.5.n; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 11 11/4	Individual Supervision	<i>Meet for Individual Supervision this Week – as needed</i>	4F; 2.F.1.m; 2.F.1.k; 2.F.5.f; 2.F.5.g; 2.F.5.n; 5.c.3.b
Week 12 11/11	Crisis Intervention & Suicide Assessment	Read: Granello (2010) Watch: Crisis Intervention & Suicide Assessment Assignment: Participation Video IV	2.F.5.l; 2.F.5.m; 2.F.7.c
Week 13 11/18	Group Supervision	Assignment: Role Play #4 Crisis Skills Eval & Self Reflection Forms; SOAP Note	4F; 2.F.1.m; 2.F.1.k; 2.F.5.f; 2.F.5.g; 2.F.5.n; ; 5.C.2.j; 5.C.2.l; 5.C.3.b
Week 14 11/25	Thanksgiving Break		
Week 15 12/2	Course Wrap up		2.F.1.b; 2.F.1.c; 2.F.1.i; 2.F.1.j
Week 16 12/9	Individual Supervision	<i>Meet for Individual Supervision this week – as needed</i>	4F; 2.F.1.m; 2.F.1.k; 2.F.5.f; 2.F.5.g; 2.F.5.n; 5.C.3.b

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.

Student 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. 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 (**September 3rd, 2021**) 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 purpose of this rule, a dropped course is any course that is dropped after the census (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, 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.

Also, please contact me privately as soon as possible so we can discuss your accommodation. Please note that you will not be required to disclose your disability, only your accommodations. The sooner you let me know your needs, the sooner I can assist you in achieving your learning goals in this course.

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 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 plagiarism software.

UT Tyler Resources For Students

- [UT Tyler Writing Center](mailto:writingcenter@uttyler.edu) (903.565.5995), writingcenter@uttyler.edu
- [UT Tyler Tutoring Center](mailto:tutoring@uttyler.edu) (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](tel:903.566.7254) (903.566.7254)

Appendices**Appendix 1****Consent Form****COUN 5392-060
Interpersonal Skills
Consent**

I am currently a student enrolled in COUN 5392-060 at 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 to be 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 consent to the role plays of simulated counseling sessions outlined in the syllabus.
6. 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, Ramona Grad at rgrad@uttyler.edu.

Students Name (Print)

Date _____

Students Signature