



# UT Tyler COLLEGE OF EDUCATION & PSYCHOLOGY

## Department of Psychology and Counseling

**COUN 5391-001: Essential Counseling Skills (3 credits)**

**Spring 2024 Syllabus**

**Course Time: Wednesday 11:00am to 1:45pm**

**Location: BEP 215**

**Instructor:** Diane Smedley Ph.D., LPC, LMFT

**Office Location:** HPR 239

**In Person Office Hours:** Tuesdays from 3pm to 4:30pm

**Virtual Office Hours:** Thursdays from 10am to 11:30am

<https://uttyler.zoom.us/j/4179375035?pwd=V2oxVHZxOWY0aytXbDk5Kzg5aGg4Zz09>

**Email:** [dmedley@uttyler.edu](mailto:dmedley@uttyler.edu) (preferred method of contact)

**Office Phone:** 903-565-5677

### COURSE CATALOG DESCRIPTION

Essential counseling skills development with role-playing lab practice with video. Focus on building therapeutic relationships, accurate empathy, and prioritizing client concerns. Develops proficiency in basic counseling response skills. Grade of B or better required to take more Clinical Skills courses.

### COURSE PREREQUISITES

There are no prerequisites for this course.

### COURSE OBJECTIVES AND LEARNING OUTCOMES

At the completion of the course, each student will:

1. Develop basic counseling skills including verbal and non-verbal attending, observation, active listening, paraphrasing, reflection of feelings, questioning, summarizing, and confrontation.
2. Understand the core conditions of counseling including unconditional positive regard, genuineness, and empathy.
3. Have practice, observation of, and experience in basic counseling.
4. Develop cultural sensitivity within the counseling arena.
5. Develop an awareness of yourself, your place in the counseling field, and how to get the most out of your experiences in the counselor education program.
6. Gain experience in role of counselor and develop realistic assessment of skills and potential.

Course Objectives and Learning Outcomes	CACREP 2016 Standards	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; small group activities;
Strategies for personal and professional self-evaluation and implications for practice	2.F.1.k.	Lectures; small group activities

Self-care strategies appropriate to the counselor role	2.F.1.i.	Lectures; small group activities
Ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships	2.F.5.d.	Lectures; small group activities
Counselor characteristics and behaviors that influence the counseling process	2.F.5.f.	Lectures; small group activities; role plays
Essential interviewing, counseling, and case conceptualization skills	2.F.5.g.	Lectures; small group activities; role plays
Cultural factors relevant to clinical mental health counseling	5.C.2.j.	Lectures; small group activities; role plays
Legal and ethical considerations specific to clinical mental health counseling	5.c.2.i.	Lectures; small group activities; role plays

### **REQUIRED TEXT AND MATERIALS:**

- A feelings wheel such as <https://feelingswheel.com/>
- Young, M. E. (2021). Learning the Art of Helping: Building Blocks and Techniques (7th ed.). New York, New York: Pearson.
- One blank SD card; Please see Ms. Linda Speed (HPR 223) to check out your card. All cards must be erased and returned to Ms. Speed at the end of the semester.
- A professional Gmail account for accessing the clinic calendar.

*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.*

### **COURSE STRUCTURE & METHODS OF INSTRUCTION:**

In this course, class time is will be comprised of lectures, discussion, and group activities. The primary emphasis of this class will be on students participating in activities that are designed to improve their basic counseling skills. You should come to class prepared to discuss assigned readings and to be actively involved in your own learning. You are required to be an active participant during class activities.

Additionally, this is a face-to face course and in this course, we will utilize lecture, discussion, reading and writing assignments, and experiential activities. Self-reflection, self-evaluation, and offering and receiving feedback are also important instructional methods in this course.

**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. It is students' responsibility to examine each module and get in touch with the instructor immediately if they are not clear about the requirements prior to assignment due dates.

## **COURSE POLICIES AND REQUIREMENTS**

### **ATTENDANCE POLICY**

Student attendance in this class is critical. It is expected that students will attend all classes. 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 may 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. In case of missed class students will lose participation and professionalism points. After the first excused missed class, along with missing participation and professionalism points, for each missed class students will lose additional 10 points from their overall grade. All absences must be discussed with the instructor prior to the class missed. Missing more than one class may result in an "IP" or "NC" for the class unless otherwise determined by the instructor.

### **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.

### **LATE POLICY**

Assignments submitted after the established time due in the syllabus and/or Canvas will be considered late. Late assignments will be reduced by 10% (one letter grade) for each day the assignment is submitted late. After three days past the due date, late assignments will no longer be accepted, and the student will receive a zero for the assignment.

### **ZOOM PROFESSIONAL BEHAVIORS**

Students should attend online zoom synchronous classes in the same manner that they would attend in-person classes. Students should be professionally dressed and sitting in an appropriate position for learning. Students must keep their video cameras on for the entirety of class. Students are not permitted to be engaging in other activities while attending class (e.g., driving a car, working a job, attending an appointment, etc.). Students will need to find a quiet and private location in which to attend class. It is also essential that students are able to secure a good internet connection.

### **USE OF TECHNOLOGY**

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. If you are experiencing an emergency or extenuating circumstance where you need to check your phone during class, please inform me of this before class begins. Please be respectful and do not send or read text messages during class. Students who choose 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. If the instructor becomes aware of a student using their laptop for any reason other than taking notes, they may ask that student to cease bringing their computer into the classroom.

Given the potential for discussion of sensitive content during class, recording of class is strictly prohibited except where accommodations are arranged through SAR. Additionally, students are strictly prohibited from going "live" on social media platforms such as TikTok during class. The ability to uphold confidentiality is a core tenet of professional counseling as supported by the ACA Code of Ethics. As a counselor-in-training, you are expected to demonstrate the ability to honor confidentiality.

### **COMMUNICATION POLICY**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student's Patriot account. In accordance 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 dsmedley@uttyler.edu. Do not send emails to any other email address, as I will not receive them.

## **ONLINE COMMUNICATION**

Part of your preparation as a professional counselor is the ability to communicate with future colleagues and clients clearly and professionally. All written communication (e.g., emails, discussion board postings, etc.) 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 manner. 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 (e.g., Dear Dr. Smedley:).
- 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. Threats or attacks towards faculty or peers, even via written communication, will not be tolerated.
- 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.

## **DIVERSITY STATEMENT**

Students are expected to be sensitive to individual and cultural differences and to treat one another with respect during their experience in this course. Sensitivity to gender, race, ethnicity, ability, and 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.*

## **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.

### **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.

### **COURSE ASSIGNMENTS**

#### **PARTICIPATION & PROFESSIONAL BEHAVIORS – 20 POINTS**

Learning/teaching is a dynamic social process. As a clinically oriented course, your presence and active engagement are essential. Students are required to read all assigned course materials before class begins so that they can actively engage with course content during class. Students are expected to regularly participate in class and will be required to participate in experiential learning activities. During class students should be alert, respectful of others, use professional language, and use technology appropriately. Additionally, participation will include the completion of three micro assignments (i.e., two canvas discussion board postings and opening to counseling skills).

#### **TAPE #1: FIRST ATTEMPT – 10 POINTS**

You will work with a partner on this project, where you will need to demonstrate the following basic counseling skills (i.e., Opening, Encouragers, Paraphrase, Reflection of Content, Reflection of Feeling, Summarization, and Closing). You will be graded on this assignment based on the accuracy and quality of your responses on the Counseling Skills Evaluation forms. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.* For this assignment you will submit the following items:

1. A video recorded 10-minute counseling session submitted through CANVAS.
2. A completed Counseling Skills Evaluation form that you completed for yourself

#### **REFLECTIONS OF FEELING PRACTICE – ATTENDANCE ASSIGNMENT**

Accurate empathy is one of the most powerful tools in the counselor's tool bag. For this assignment, you will watch a

video regarding reflections of feeling. Then you will review a set of vignettes and offer reflections of feelings for each one. After completing the vignettes, you will complete a short reflection on the assignment.

### **TAPE #2: MIDTERM REVIEW – 20 POINTS**

You will submit a video recorded 15-minute counseling session via CANVAS with a completed Counseling Skills Evaluation form. During your session you will need to demonstrate all of the basic skills we have discussed in class up to this point (i.e., Opening, Encouragers, Paraphrase, Reflection of Content, Reflection of Feeling, Advanced Reflection of Feeling, Reflection of Meaning, Summarization, and Closing). You are allowed to ask one question during your fifteen-minute session. Each subsequent question beyond the first question will result in you losing -0.5 points off of your grade for the assignment (e.g., If you ask three questions total, you will lose -1.0 points). You will be graded on how successful you are at incorporating and executing the basic counseling skills into your session. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.*

### **TRANSCRIPTION OF TAPE #2 – 20 POINTS**

You will need to complete a 10-minute **AND** 10 full (i.e., minimal encouragers do not count) counselor responses transcription of your 15-minute session for Tape #2. You must include every utterance made in the session by you or the client (e.g., “uhm,” sighs, “like you know,” etc.). An example that you should use as a template for your transcription is in Appendix A. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.*

After you have completed the written transcription of the counseling session you will complete a 2-3 page reflection paper in APA format that addresses the following questions:

- Conceptualize your session with the client. Explain what you understood as the counselor to be going on cognitively, emotionally, or spiritually for your client from their perspective.
- Describe what you perceived that you did well during this session and areas that you know that you need to work on.
- Describe difficulties and/or challenges that came up for you during the session.

### **ROGERS REFLECTION – ATTENDANCE ASSIGNMENT**

You will read the Rogers chapter posted on Canvas. After reading the chapter, you will complete a 2 – 3 page reflection in APA 7th edition and address the following questions:

- What were your three main takeaways from this chapter?
- What content in the chapter challenged your worldview?
- How will you come closer to congruence with the content that challenged you?

### **TAPE #3 – 25 POINTS**

You will submit a video recorded 20-minute counseling session via CANVAS with a completed Counseling Skills Evaluation form. During your session you will need to demonstrate **all** of the basic skills we have discussed in class. You are allowed to ask one question during your twenty-minute session. Each subsequent question beyond the first question will result in you losing -0.5 points off of your grade for the assignment (e.g., If you ask three questions total, you will lose -1.0 points). You will be graded on how successfully you are able to incorporate and demonstrate basic counseling skills that you have been presented. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.*

### **TRANSCRIPTION OF TAPE #3 – 25 POINTS**

You will need to complete a 10-minute **AND** 10 full (i.e., minimal encouragers do not count) counselor responses transcription of your 20-minute session for Tape #3. You must include every utterance made in the session by you or the client (e.g., “uhm,” sighs, “like you know,” etc.). An example that you should use as a template for your

transcription is in Appendix A. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.*

**TAPE #4: FINAL EXAMINATION – 180 POINTS**

You will submit a video recorded 25-minute counseling session via CANVAS with a completed Counseling Skills Evaluation form. During your taped session you will need to demonstrate **all** of the basic skills we have discussed. You are allowed to ask two questions during your 25-minute session. Each subsequent question beyond the second question will result in you losing -0.5 points off of your grade for the assignment (e.g., If you ask four questions total, you will lose -1.0 points). The final grade will be tallied using the rubric in Appendix B.

This assignment is designated as evidence of fulfilling certain standards of CACREP. This means that this assignment is seen as an indicator of minimum standards of professional competency necessary to enter the field ready to practice. This assignment will be graded using a rubric that is located at the end of the syllabus. *This assignment assesses CACREP standards: 2.F.5.f.; 2.F.5.g.; 5.C.2.j.; 5.C.2.l.*

**REQUIREMENTS/GRADING**

Grading will be based on points assigned in the following areas:

<u>Assignment</u>	<u>Points</u>
Participation & Professional Behaviors	20
Tape #1	10
Tape #2	20
Transcription of Tape #2	20
Tape #3	25
Transcription of Tape #3	25
Tape #4	<u>180</u>
Total	300

Grade Scale: A = 90%-100%; B = 80%-89%; C = 70%-79%; D = 60%-69%; F = below 60%. You must receive an A or a B in order to receive credit for passing this course.

**PROFESSIONAL DISPOSITIONS**

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. 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 student's academic file.

<b>Professional Dispositions Indicators</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Optimal</b>
1. Openness to new ideas.	1	2	3
2. Flexibility and adaptability.	1	2	3
3. Cooperativeness with others.	1	2	3
4. Willingness to accept and use feedback.	1	2	3
5. Awareness of own impact on others.	1	2	3
6. Ability to deal with conflict.	1	2	3
7. Ability to deal with personal responsibility.	1	2	3
8. Effective and appropriate expression of feelings.	1	2	3
9. Attention to ethical and legal considerations.	1	2	3
10. Initiative and motivation.	1	2	3

11. Orientation to multiculturalism and social justice advocacy.	1	2	3
12. Professional wellness and self-care.	1	2	3
13. Humility.	1	2	3
14. Professionalism.	1	2	3
15. Willingness to seek help.	1	2	3

### **PROFESSIONALISM STATEMENT**

The counseling program at UT Tyler leads directly to certification, licensure, and professional practice in the field of counseling. All students are required to know and adhere to their respective professional associations (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**

*\*Instructor reserves the right to make changes as needed.*

<b>Week</b>	<b>Topic</b>	<b>Tasks for the week</b>	<b>2016 CACREP Standards</b>	<b>2024 CACREP Standards</b>
<b>1 (1/17)</b>	Introduction & Syllabus Review	<b>ACTIVITY:</b> Canvas Discussion Board		
<b>2 (1/24)</b>	Self-evaluation and self-care strategies for becoming a helper	<b>READ:</b> Young Chps 1 & 2 <b>ACTIVITY:</b> small group activities	2.F.1.i; 2.F.1.k.	3.A.10; 3.A.11
<b>3 (1/31)</b>	Cultural factors and ethics in the helping relationship; technology in the helping relationship	<b>READ:</b> Young Chps 3 & 4 <b>ACTIVITY:</b> small group activities & role plays	2.F.1.i; 2.F.5.d.; 5.C.2.j.; 5.c.2.l.	3.E.5; 3.E.6; 3.E.7; 3.A.10;
<b>4 (2/7)</b>	Counselor behaviors in helping process; Interviewing skills: Paraphrase and Reflection of Content	<b>READ:</b> Young Chp 5 <b>ACTIVITY:</b> small group activities & role plays <b>Memorized Opening to Counseling Session</b>	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>5 (2/14)</b>	Interviewing skill: Reflection of Feeling Interviewing skills: Summarization and Closing a Session	<b>READ:</b> Young Chp 6 <b>ACTIVITY:</b> small group activities & role plays <b>READ:</b> Young Chp 7 (pp. 149 – 156) <b>ACTIVITY:</b> small group activities & role plays	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>6 (2/21)</b>	<b>**ONLINE CLASS**</b> Practice Reflections of Feeling	<b>Attendance Assignment:</b> <b>Reflections of Feeling Practice</b>		
<b>7 (2/28)</b>	Interviewing skills: Advanced Reflection of Feeling and Reflection of Meaning	<b>READ:</b> Young Chp 7 (pp. 136 – 149) <b>ACTIVITY:</b> small group activities & role plays <b>Tape 1 Due</b>	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>8 (3/6)</b>	Interviewing and Counseling Skills Review & Case Conceptualization	<b>ACTIVITY:</b> role plays	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>9 (3/13)</b>	<b>NO CLASS – SPRING BREAK</b>			



<b>10 (3/20)</b>	Counseling skill: Challenging Techniques	<b>READ:</b> Young Chp 8 <b>ACTIVITY:</b> role plays <b>Tape 2 &amp; Transcript for Tape 2 Due</b>	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>11 (3/27)</b>	Interviewing and Counseling Skills: Questions & Focus Statements	<b>ACTIVITY:</b> role plays	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>12 (4/3)</b>	Interviewing and Counseling Skills Review & Case Conceptualization	<b>ACTIVITY:</b> role plays		
<b>13 (4/10)</b>	<b>**ONLINE CLASS**</b> Review of Common Factors and Core Conditions	<b>Attendance Assignment: Rogers Reflection</b> <b>Tape 3 &amp; Transcript for Tape 3 Due</b>	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>14 (4/17)</b>	Interviewing and Counseling Skills Review & Case Conceptualization	<b>ACTIVITY:</b> role plays	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>15 (4/24)</b>	Interviewing and Counseling Skills Review & Case Conceptualization	<b>ACTIVITY:</b> role plays	2.F.5.f; 2.F.5.g.	3.E.8; 3.E.9
<b>16 Finals Week</b>	<b>**ONLINE CLASS**</b>	<b>ACTIVITY:</b> Canvas Discussion Board <b>Tape 4 Due</b>		

### Program and Departmental Policies

#### COVID-19

Students who are feeling ill or experiencing symptoms such as sneezing, coughing, or a higher than normal temperature should stay at home and notify their faculty. Students are also encouraged to use the UT Tyler COVID-19 Information and Procedures website. This website also provides information about our Vaccination Mobile Clinic. Students needing additional accommodations may contact the Office of Student Accessibility and Resources at University Center 3150, or call (903) 566-7079 or email saroffice@uttyler.edu.

#### 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 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 <http://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 is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

### **State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.utt Tyler.edu/disability-services>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

### **Social Security and FERPA Statement**

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

### **Emergency Exits and Evacuation**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

### **Student Standards of Academic Conduct**

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

- i. "Cheating" includes, but is not limited to:
  - o copying from another student's test paper;
  - o 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 \(903.565.5995\)](tel:903.565.5995), [writingcenter@uttyler.edu](mailto:writingcenter@uttyler.edu)
- [UT Tyler Tutoring Center \(903.565.5964\)](tel:903.565.5964), [tutoring@uttyler.edu](mailto: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 \(903.566.7254\)](tel:903.566.7254)

## Appendix A

### Example of transcript for tapes #2 & #3

<b>Paraphrase</b>	<p><b>Client:</b> I don't know. It is like I can't catch a break. Literally. Even when I try to relax, I can't. There is no where to escape. I'm constantly worried about being fired. And when I get home, I have to deal with my partner's anxiety over my job situation.</p> <p><b>Counselor:</b> It seems like you've really been under a lot of stress recently. Um, it seems, um, that you have a lot going on at work, and that when you come home from work it's hard for you to decompress.</p> <p><b>Better Response:</b> You feel overwhelmed because no matter where you go you carry the weight of your job situation and that makes it seem impossible to decompress. (Advanced Reflection of Feeling)</p>
<b>Reflection of Content</b>	<p><b>Client:</b> Yea, I think that's true. It's hard for me to unwind, because I feel like as soon as I get home my kids are ready for me to pay attention to them and that's hard. And my partner wants reassurance about my job that I just can't give them.</p> <p><b>Counselor:</b> It sounds like you feel like you want a break, or some time for yourself to catch your breath.</p> <p><b>Better Response:</b> You value time with your family and all of your job stress leaves you resentful instead of being present with your family. (Reflection of meaning)</p>

## Appendix B

### Tape #4 Rubric

Standard	1	2	3	4	5
<b>Knowledge of Counseling Relationship</b>					
<b>Establishing Relationships</b> <i>Greeting</i> <i>Limits of Confidentiality</i>	No greeting provided before session begins. Greeting was inappropriate. Limits of confidentiality were not mentioned	Greeting with client was awkward. Limits of confidentiality were poorly explained or omitted.	Greeting with client was minimal, but cordial. Explained the 3 limits of confidentiality with one or more major errors.	Completed a rote greeting, with explanation of role & administrative tasks. Explained the 3 limits of confidentiality with only a few minor errors	Demonstrated a warm and personable greeting, with explanation of role & administrative tasks. Accurately and personably explained all aspects of the limits of confidentiality
<b>Empathy Rapport</b> <i>Reflection of Meaning</i> <i>Reflection of Feeling</i>	The verbal & behavioral expressions by the student does not attend to and detracts significantly from the client. The verbal & behavioral expressions of the student are a barrier to the counseling session.	The student is ineffective during attempts to reflect client's feelings and/or sense of meaning. The student's reflections are incongruent with how the client is presenting.	The interventions of the student are essentially interchangeable with those of the client in that they express the same feeling and meaning.	The responses of the student add noticeably to the client's experience, helping them to move deeper with feelings and/or meaning.	Student develops strong working relationship with client. Student's responses add significantly to the feeling and/or meaning of the client's experience.
<b>Unconditional Positive Regard</b> <i>Respect Feedback Self-Disclosure</i>	Student frequently had problems: <i>Suspending Judgmental Thinking</i> <i>Keeping personal values out of the session</i>	Student occasionally had problems: <i>Suspending Judgmental Thinking</i> <i>Keeping personal values out of the session</i>	Student adequately demonstrated: <i>Suspending Judgmental Thinking</i> <i>Keeping personal values out of the session</i>	Student consistently demonstrated: <i>Suspending Judgmental Thinking</i> <i>Keeping personal values out of the session</i>	Student always demonstrated: <i>Suspending Judgmental Thinking</i> <i>Keeping personal values out of the session</i>
<b>Congruence</b>	Student was not able to <i>meet the client where they were at</i> or did so in a manner	Student was not able to consistently <i>meet the client where they were at</i> in a way that	Student demonstrated an adequate capacity to <i>meet the client where they were at</i> ,	Student usually <i>met the client where they were at</i> in a way that enhanced the	Student effectively <i>met the client where they were at</i> in a way that was highly

	that was harmful to the session. Student behaviors and words seemed highly inauthentic	was helpful to the counseling session. Students behaviors and words seemed rote/scripted.	that has a neutral or mixed effect on the counseling session.	counseling session. Students behaviors and words seemed relatively authentic.	beneficial to the counseling session. Students behaviors and words seemed authentic.
<b>Knowledge of Essential Skills</b>					
<b>Questions</b>	Asked 7 or more questions per 20 min session. Questions are inappropriate or illogical Does not verbally track client	Asked 5-6 questions per 20 min session. Used unintentional pattern of questions, or therapeutically inappropriate questions. Poor or limited verbal tracking	Asked 4 questions per 20 min session. Selects open and closed ended questions appropriately; Followed up questions with limited verbal tracking.	Asked 3 questions per 20 min session. <i>Used Closed and Open-Ended</i> questions appropriately. Followed up questions with adequate verbal tracking.	Asked 2 or less questions per 20 min session. <i>Used Closed and Open- Ended</i> questions in a manner enhanced therapy. Closely followed up questions with verbal tracking.
<b>Observation Skills</b> <i>Immediacy</i> <i>Confronting</i> <i>Discrepancies</i>	Makes no use of observation skills. Did not show immediacy skills. Inappropriately confronted discrepancies with client	Demonstrated some observational skills. Did not show immediacy skills. Inappropriately confronted discrepancies with client	Used observation skills Rarely used immediacy skills. Confronted discrepancies with client.	Used appropriate observation skills Demonstrated use of immediacy skills. Appropriately confronted discrepancies with client.	Demonstrated strong observation skills Demonstrated immediacy skills in a manner that enhanced therapy. Appropriately confronted discrepancies in a manner that enhanced therapy.
<b>Encouraging Door</b> <i>Opener Minimal</i> <i>Encouragers</i>	Student did not use encourager skills with client or did so in a manner that was a barrier to the therapeutic process.	Student rarely used encourager skills with client or did so in a manner that was not therapeutically beneficial.	Student adequately used non- verbal or minimal encouragers with client.	Student effectively used a range of encouragers with client, which helped guide the session.	Student intentionally used a range of appropriate/timely encouraging skills, which helped to deepen and enhance the client experience
<b>Paraphrasing</b>	Paraphrases w/o intentionally, missed key points, were poorly formed, parroted, and/or were	Paraphrases often missed key points in client verbal tracking, were not succinct, and/or parroted back	Paraphrases demonstrated verbal tracking, but at times were not succinct, and/or parroted	Paraphrases were intentional, generally accurate, additive, and helped the client to tell their story	Paraphrases were intentional, succinct, accurate, additive, and were used to guide session with great

	a hindrance to counseling.	what the client said.	client's responses		effect.
<b>Summarizing</b>	Summaries were either not used, or were unintentional, did not demonstrate client verbal tracking, or were not understood by client.	Summaries missed key points in client verbal tracking, were not intentional, used ambiguous language, or were overly complex.	Summaries demonstrated some verbal tracking, but were not always additive, and/or well-formed and articulated.	Summaries were timely, additive, caught most of what the client was saying, were typically well formed and articulated	Summaries were timely, additive, captured essence of what client was saying, were well formed and articulated, and used to deepen the session with great effect.
<b>Attending</b> <i>Body</i> <i>Language</i> <i>Tone of Voice</i> <i>Pacing</i> <i>Verbal Tracking</i>	Did not demonstrate attending behaviors. For most or all of the session the student was unable to verbally track their client.	Showed some inaccurate and inconsistent attending behaviors; visual contact, verbal tracking, vocal qualities, body language Student had numerous difficulties verbally tracking their client.	Attending behaviors were accurate but inconsistent; visual contact, verbal tracking, vocal qualities, body language Student intermittently had difficulty verbally tracking their client.	Attending behaviors were mostly consistent and accurate; visual contact, verbal tracking, vocal qualities, body language. Student demonstrated a capacity to understand what the client was saying.	Attending behaviors were accurate and complete. Student demonstrated a strong capacity to understand what the client was saying.
<b>Ending a Session</b>	Student abruptly ended the session with no closing intervention(s).	Poorly summarized at end of session; rote description of what occurred during session.	Summarizes some important content of session, and/or client's strengths.	Summarizes most of the important content of session, and/or does well executed closing activity.	Summary or closing activity was highly additive to the session and was smoothly executed.
<b>Ability to structure a session intentionally and guide a client through a therapeutically helpful experience.</b>	Never	Rarely	Sometimes	Often	Always

Raw Score \_\_\_\_ x 3 = \_\_\_\_ /180