UVU UTAH VALLEY UNIVERSITY

FAMS 3050 | Clinical Skills for the Helping Professions

For additional course information, including prerequisites, corequisites, and course fees, please refer to the Catalog: https://catalog.uvu.edu/

Semester: Spring
Course Prefix: FAMS
Course Title: Clinical Skills for the Helping Professions

Year: 2025
Course and Section #: 3050 X02
Credits: 3

Course Description

Introduces basic practice behaviors and clinical skills for helping professionals, including biopsychosocial evaluation, psychometric screeners, and safety assessments for life and relational stress and general mental health symptomatology. Investigates best-practice skills for evaluating individual and family situations and outcomes. Explores self-compassion and self-care for competent and ethical practice. Examines new and evolving clinical approaches for individuals and families served by helping professions.

Course Attributes

This course has the following attributes:
☐ General Education Requirements
☐ Global/Intercultural Graduation Requirements
☐ Writing Enriched Graduation Requirements
☒ Discipline Core Requirements in Program
☐ Elective Core Requirements in Program
☐ Open Elective
Other: *Click here to enter text.*

Instructor Information

Instructor Name: Nathan Cottle, PhD, LCSW, CFLE

Student Learning Outcomes

Upon successful completion of this course, students will be able to:

1. Introduces basic practice behaviors and clinical skills for helping professionals, including biopsychosocial evaluation, psychometric screeners, and safety assessments for life
2. Develop and implement intervention strategies based on empirical research, human behavior, assessment data, and the values of individuals.
3. Assess individuals using the biopsychosocial approach, including interviewing, psychometric screeners, and mental health histories.
4. Evaluate individual and family situations based on research-informed approaches, ethical practice behaviors, and strengths-based clinical intuition.

5. Implement appropriate measures of self-compassion to provide competent and ethical clinical practice.
6. Recommend appropriate collaborative care resources for individuals who require a higher or lower level of care.

Course Materials and Texts

Kirst-Ashman, K. K., & Hull, G. H., Jr. (2023). Empowerment series: Direct work practice (11th ed.).Cengage Learning.

Perusall (no cost - included with the course)

Course Requirements

Course Assignments, Assessments, and Grading Policy

Grading Scale:

The following grading standards will be used in this class:

Assignments are expected to be submitted on time to the correct assignment page. Assignments submitted to the Instructor via Canvas message or email will not be accepted and will be deleted by the instructor without notifying students of this action. All late work will receive an automatic 30% deduction to the overall grade. Late work submitted 7 days (or more) after the original due date may not be accepted and is at the instructor's discretion as to whether it will be accepted. A 50% deduction to the overall grade will occur for all work submitted more than 7 days after the original due date.

Incomplete Grades: In accordance with Utah Valley University policies and procedures, Incomplete Grades are strongly discouraged. Utah Valley University requires that a student have completed a minimum of 70% of the required course work (Links to an external site.) for the instructor to grant an Incomplete grade. Please consult with the instructor before assuming an Incomplete will be granted.

Grade	A	A-	B+	B	B-	C+	C	C-	
Percent	94-100	90-93	87-89	83-86	80-82	77-79	73-76	70-72	

Assignment Categories

Activity	Percent
Assignments	50%
Quizzes	10%
Perusal Discussions of Video Lectures	20%
Practice Presentations	20%

Late Work Statement:

Contact the instructor prior to the assignment being late. All late work will receive an automatic 30% deduction to the overall grade. Late work submitted 7 days (or more) after the original due date may not be accepted, and is at the Instructors discretion as to whether it will be accepted. A 50% deduction to the overall grade will occur for all work submitted more than 7 days after the original due date.

Assignment and Assessment Descriptions

Assignments:

Assignments for this course are posted within each module. You will find specific and detailed instructions provided for every assignment. Each module contains two assignments to be completed. Please note that some assignments may require more time and effort than others, so be sure to plan accordingly. Here is a list of the assignments:

Module 1	Introduction video Scope of Practice	20 Points 30 points
Module 2	Stages of Change UDVC DV 1&2	20 Points 30 points
Module 3	Mandatory Reporting Levels of Care	20 Points 30 points
Module 4	Mindfulness C-SSRS Group Video	20 Points 30 points
Module 5	Screener Assignment BioPsychoSocial Assess	20 Points 30 points
Module 6	Treatment Plan ABC Model Video	20 Points 30 points
Module 7	Case Management PFA Training	20 Points 30 points
Module 8	Self Compassion Video Self Care Plan	20 Points 30 points

Be sure to read the instructions carefully for each assignment within the respective module. Manage your time wisely, as certain assignments may demand more of your effort and attention. If you have any questions, please don't hesitate to ask.

Discussions:

Discussions will be opportunities to explore topics together. Posts to the discussion should add significantly to the conversation and support your point of view. Comments that do not add significantly to a discussion will receive no credit. It is okay to disagree in a discussion. In fact much learning happens when we disagree. However, we need to be respectful and keep our online classroom a safe place to learn.

Due dates for discussions correspond with the initial postdate which is usually a Thursday. Follow up comments are due by Sunday. Follow up posts are expected to be after the due date and are not marked late. Discussions conclude by the Sunday following the due date. After this, posts will be marked late.

Quizzes:

This course includes eight module reading quizzes to assess your understanding of the material. Each quiz may cover content from one or two chapters of the assigned textbook. The quizzes consist of 10 multiple-choice questions and are taken in Canvas. You will have two attempts to complete each quiz, with the higher of the two scores counted toward your final grade. Be sure to read the assigned chapters carefully before attempting the quizzes.

Required or Recommended Reading Assignments

Kirst-Ashman, K. K., & Hull, G. H., Jr. (2023). Empowerment series: Direct work practice (11th ed.).Cengage Learning.

General Description of the Subject Matter of Each Lecture or Discussion
Introduces basic practice behaviors and clinical skills for helping professionals, including biopsychosocial evaluation, psychometric screeners, and safety assessments for life and relational stress and general mental health symptomatology. Investigates best-practice skills for evaluating individual and family situations and outcomes. Explores self-compassion and self-care for competent and ethical practice. Examines new and evolving clinical approaches for individuals and families served by helping professions

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Required Course Syllabus Statements

Generative AI

adapted from [Temple University](#) statement on AI in classes.

AI programs are not a replacement for your human creativity, originality, and critical thinking. Writing, thinking, and researching are crafts that you must develop over time to develop your own individual voice. At the same time, you should learn how to use AI and in what instances AI can be helpful to you.

The use of generative AI tools (e.g. ChatGPT, Google Bard, etc.) is permitted in this course for the following activities:

- Brainstorming and refining your ideas;
- Fine tuning your research questions;
- Finding information on your topic;
- Drafting an outline to organize your thoughts; and
- Checking grammar and style.

The use of generative AI tools is not permitted in this course for the following activities:

- Impersonating you in classroom contexts, such as by using the tool to compose discussion board prompts/responses assigned to you or content that you put into a Teams/Canvas chat.
- Completing group work that your group has assigned to you, unless it is mutually agreed upon that you may utilize the tool.
- Writing a draft of a writing assignment.
- Writing entire sentences, paragraphs or papers to complete class assignments.

You are responsible for the information you submit based on an AI query (for instance, that it does not violate intellectual property laws, or contain misinformation or unethical content). Your use of AI tools must be properly documented and cited in order to stay within university policies on academic honesty.

Any student work submitted using AI tools should clearly indicate what work is the student's work and what part is generated by the AI. In such cases, no more than 25% of the student work should be generated by AI. If any part of this is confusing or uncertain, please reach out to me for a conversation before submitting your work.

Using Remote Testing Software
☒ This course does not use remote testing software.

☐ This course uses remote testing software. Remote test-takers may choose their remote testing locations. Please note, however, that the testing software used for this may conduct a brief scan of remote test-takers' immediate surroundings, may require use of a webcam while taking an exam, may require the microphone be on while taking an exam, or may require other practices to confirm academic honesty. Test-takers therefore shall have no expectation of privacy in their test-taking location during, or immediately preceding, remote testing. If a student strongly objects to using test-taking software, the student should contact the instructor at the beginning of the semester to determine whether alternative testing arrangements are feasible. Alternatives are not guaranteed.

Required University Syllabus Statements

Accommodations/Students with Disabilities

Students needing accommodations due to a permanent or temporary disability, pregnancy or pregnancy-related conditions may contact UVU [Accessibility Services](#) at accessibilityservices@uvu.edu or 801-863-8747.

Accessibility Services is located on the Orem Campus in BA 110.

Deaf/Hard of Hearing students requesting ASL interpreters or transcribers can contact Accessibility Services to set up accommodations. Deaf/Hard of Hearing services can be contacted at DHHservices@uvu.edu

DHH is located on the Orem Campus in BA 112.

Academic Integrity

At Utah Valley University, faculty and students operate in an atmosphere of mutual trust. Maintaining an atmosphere of academic integrity allows for free exchange of ideas and enables all members of the community to achieve their highest potential. Our goal is to foster an intellectual atmosphere that produces scholars of integrity and imaginative thought. In all academic work, the ideas and contributions of others must be appropriately acknowledged and UVU students are expected to produce their own original academic work.

Faculty and students share the responsibility of ensuring the honesty and fairness of the intellectual environment at UVU. Students have a responsibility to promote academic integrity at the university by not participating in or facilitating others' participation in any act of academic dishonesty. As members of the academic community, students must become familiar with their [rights and responsibilities](#). In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, assessments, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Likewise, instructors are responsible to clearly state expectations and model best practices.

Further information on what constitutes academic dishonesty is detailed in [UVU Policy 541: *Student Code of Conduct*](#).

Equity and Title IX

Utah Valley University does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, gender expression, age (40 and over), disability, veteran status, pregnancy, childbirth, or pregnancy-related conditions, citizenship, genetic information, or other basis protected by applicable law, including Title IX and 34 C.F.R. Part 106, in employment, treatment, admission, access to educational programs and activities, or other University benefits or services. Inquiries about nondiscrimination at UVU may be directed to the U.S. Department of Education's Office for Civil Rights or UVU's Title IX Coordinator at 801-863-7999 – TitleIX@uvu.edu – 800 W University Pkwy, Orem, 84058, Suite BA 203.

Religious Accommodation

UVU values and acknowledges the array of worldviews, faiths, and religions represented in our student body, and as such provides supportive accommodations for students. Religious belief or conscience

broadly includes religious, non-religious, theistic, or non-theistic moral or ethical beliefs as well as participation in religious holidays, observances, or activities. Accommodations may include scheduling or due-date modifications or make-up assignments for missed class work.

To seek a religious accommodation, a student must provide written notice to the instructor and the Director of Accessibility Services at accessibilityservices@uvu.edu. If the accommodation relates to a scheduling conflict, the notice should include the date, time, and brief description of the difficulty posed by the conflict. Such requests should be made as soon as the student is aware of the prospective scheduling conflict.

While religious expression is welcome throughout campus, UVU also has a specially dedicated space for meditation, prayer, reflection, or other forms of religious expression.