SYLLABUS

Course Information:

COUN 5392.001 Helping Relationship & Interviewing
Fall 2016
Monday 2:00-4:45 p.m.
BEP 250

Instructor Information:

Rosemary E. Barké, Ph.D.
Office: HPR 208
Office Hours: TUE: 1:00-4:00, or by appointment (set via email)
Office phone: (903) 566-7144
Email: (best way to reach me) rbarke@uttyler.edu, rosetori@aol.com (use both please)

Course Catalog Description:

Helping Relationship and Interviewing is a clinical skills course emphasizing the acquisition of practical therapeutic techniques through role playing and modeling. Video and audio feedback, as well as direct supervision is provided. This is a Tier II course. Prerequisite: Grade of "B" or better in PSYC 5308, COUN 5312, and COUN 5328.

This course is designed for graduate students in clinical mental health counseling. Students will learn more about themselves in relation to others, while learning beginning techniques for clinical interviewing, treatment planning, report writing, and individual therapy. Familiarity with the DSM-V is required. In addition to didactic learning, students will role play and digitally record their interviewing and counseling techniques. In supervision of role plays, you may be exposed to individual, dyadic (with your role play partner), and group supervision this semester. In addition you will be receiving instructor and peer feedback on in-class role plays and assignments.

Student Learning Outcomes and Assessments:

Upon successful completion of COUN 5392 a student will be able to:

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

Frankl, V. (195X). Man’s Search for Meaning. (Any edition will be acceptable)


**Recommended Text:**


***Other readings as assigned.

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.

**Evaluation and Grading:** (1000 points total)

In all aspects of your transition from student to professional I will be supporting you and challenging you to expand your knowledge base, to increase your breadth and depth of skill, and to improve your attitudes and dispositions related to your work. In order to provide structure to this assessment the following points have been assigned to portions of your performance. It is my expectation that you will receive credit for this class if you demonstrate mastery of the appropriate skills, complete assignments in a timely fashion, demonstrate an awareness of and adherence to ethical decision making processes, and demonstrate an attitude of seeking excellence in your therapeutic skills. **You are allowed one excused absence without a loss of 100 points/absence.**

- **Professionalism:** 300 points (Attendance, participation, timeliness, and effort)
- **Fish Bowl Discussion:** 100 points (Discussion: Man’s Search for Meaning & applications)
- **Paper on Frankl:** 100 points (3-5 page paper on Man’s Search w/ quotes & thoughts)
- **Report One:** 100 points (Report and provisional diagnosis)
- **Report Two:** 150 points (Report, provisional diagnosis and treatment plan)
- **Relationship Paper:** 100 points (How we build a HELPING RELATIONSHIP)
- **Relaxation Techniques:** 150 points (You must be able to offer three without props)
- **Ethical Violation:** Will result in significant loss of points & possible failure
- **Final Grade:** 800 to 1000 points = Credit;
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Introductions, Orientation, Active Reading, Creating Structure &amp; Safety, Listening Skills &amp; Role Play</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/25</td>
<td>SF Chs 1, 2</td>
</tr>
<tr>
<td>Week 2</td>
<td>Becoming a Mental Health Professional Learning and Unlearning &amp; Role Play</td>
</tr>
<tr>
<td>2/1</td>
<td>SF Chs 1, 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Attending and Listening Due: Role Play #1 (Listening &amp; Understanding) Frankl</td>
</tr>
<tr>
<td>2/8</td>
<td>SF Ch 3</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Interview Process Due: Frankl Discussion and Brief Paper</td>
</tr>
<tr>
<td>2/15</td>
<td>SF Ch 4</td>
</tr>
<tr>
<td>Week 5</td>
<td>Evidence-Based Relationship Building Due: Role Play #2 (a second session)</td>
</tr>
<tr>
<td>2/22</td>
<td>SF 5</td>
</tr>
<tr>
<td>Week 6</td>
<td>Interview Process and Relationship Due: Helping Relationship Building Paper</td>
</tr>
<tr>
<td>2/29</td>
<td>SF 6; Z 1-3</td>
</tr>
<tr>
<td>Week 7</td>
<td>Intake Interviewing &amp; Report Writing* Due: Draft of Intake Form*</td>
</tr>
<tr>
<td>3/14</td>
<td>SF 7</td>
</tr>
<tr>
<td>Week 8</td>
<td>Suicide, Crisis Int &amp; Psychological First Aid</td>
</tr>
<tr>
<td>3/21</td>
<td>SF Ch 9</td>
</tr>
<tr>
<td>Week 9</td>
<td>Diagnosis and Treatment Plans Due: Role-play #3 (INTAKE)</td>
</tr>
<tr>
<td>3/28</td>
<td>CH 10 J - scan</td>
</tr>
<tr>
<td>Week 11</td>
<td>Couples and Families/ HC role plays Due: Role-play #4</td>
</tr>
<tr>
<td>4/4</td>
<td>SF 11 &amp; 13</td>
</tr>
<tr>
<td>Week 12</td>
<td>Int in a Diverse &amp; MC World/HC role plays Intake report with differential diagnoses</td>
</tr>
<tr>
<td>4/11</td>
<td>SF 14</td>
</tr>
<tr>
<td>Week 13</td>
<td>Revisiting Suicide and Suicide Assessment Due: Role-play #5 due</td>
</tr>
<tr>
<td>4/18</td>
<td>SF 9</td>
</tr>
<tr>
<td>Week 14</td>
<td>Online and other Non-face-to-face environments HC Role-plays</td>
</tr>
<tr>
<td>4/25</td>
<td>SF 15</td>
</tr>
<tr>
<td>5/2</td>
<td>Due: Report and Treatment Plan Due J (for TP)</td>
</tr>
</tbody>
</table>

**Social Media Policy:** Texting, facebook, social media contacts, and anything in this category is **not** allowed during class. If you have to contact someone in the case of an emergency – please step out of
the classroom and return as soon as possible. You are expected to be engaged with the material we are covering, role-plays, class discussions, and exercises. *Please do not engage outside of the classroom during class time. You will need to be focused on your clients for extended periods—so this will be good training for you.*

**Teaching Strategies:** Successful completion of this course requires integration of a large body of knowledge. In order to maximize integration of the material -- class time will primarily be spent discussing assigned readings and applying this knowledge to new and future experiences with your role-played clients. In addition to acquiring this new knowledge base, students will work on building therapy skills that promote change, and learn to adopt an *empathic, invested, competent (enough) and confident (enough)* attitude that promotes trust and collaboration. Many skills and a growing awareness of self, others, and therapeutic processes will evolve out of participation in role-plays during class. Video-tapes of role-plays will be made and students will meet with me for approximately five hours of individual supervision to review all of the video taped sessions. If videotapes reveal anything a student is not comfortable disclosing -- that portion of the tape can be deleted. Feedback from the *role-played client* to the therapist is very important -- and requires gentle genuineness and tact in order to facilitate awareness and improvement of skills.

**Course Policies and Requirements:**

Ethical behavior: Many students have reported knowing that this program was the right one for them as they practiced skills and had others “practice on them.” As you role-play with peers you or they may at times reveal information you or they would like to have kept confidential. It is important that you treat this information as confidential. I will also. You are not graded on your willingness to reveal personal information, nor are you rewarded in accordance with your “client’s” level of self-disclosure. I will also allow you to delete anything from a video-tape that you are uncomfortable sharing with me. If the whole video-tape is such that you would prefer for me to assess you in a different manner – please talk with me about our options. **Ethical violations and/or unprofessional behavior will result in course failure, an incomplete grade, or other appropriate action. Remediation will be determined by the professor who will consult with a peer and meet with the student to determine the appropriate response.**

Due to the highly interactive nature of the class session, **attendance is expected** during our scheduled class periods. **If you are unable to attend a class session you must contact me prior to the class period. Tardiness also delays class activities and is discouraged.**

**Notification:** *Proof of Liability Insurance (a copy) must be obtained before you are allowed to work with clients in PSYC/COUN 5393. Please plan accordingly.*

**Disclaimer:** Every effort will be made to follow the outline provided in this syllabus. However, I reserve the right to make changes and announce these to the students in the course. Changes that are made will be due to institutional requirements, academic needs, or made at the request of individuals who persuasively convinced me that there was a better way to facilitate learning. In the event of changes, every effort will be made to minimize adversity for students enrolled in the course. Please discuss any problems with me. I pledge to listen with an open mind, but will also put your learning as my top priority.
University Policies

Grade Replacement/Forgiveness
If you are repeating this course for a grade replacement, you must file an intent to receive grade forgiveness with the registrar by the 12th day of class. Failure to do so will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates will receive grade forgiveness (grade replacement) for only three course repeats; graduates, for two course repeats during his/her career at UT Tyler.

Disability Services
If you have a disability, including a learning disability, for which you request disability support services/accommodation(s), please contact Ida MacDonald in the Disability Services office so that the appropriate arrangements may be made. In accordance with federal law, a student requesting disability services/accommodation(s) must provide appropriate documentation of his/her disability to the Disability Services counselor. In order to assure approved services the first week of class, diagnostic, prognostic, and prescriptive information should be received 30 days prior to the beginning of the semester services are requested. For more information, call or visit Disability Services located in the University Center, Room 3150. The telephone number is (903) 566-7079. Additional information may also be obtained at the following UT Tyler Web address: http://www.uttyler.edu/disabilityservices.

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.

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 instructor 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, homework 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 U. T. 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.

College of Education and Psychology Mission Statement:

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry;
organizes knowledge for application, understanding and communication; and provides leadership and service.

**Vision:**

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of excellence in scholarly inquiry and public service, as well as an agent for improving the cultural and economic conditions in the region.

**Statement of Supervision:**

**Dr. Rosemary Barké is supervised by Dr. Ross Sherman, Dean of the College of Education and Psychology.** If you have any concerns related to this course it is recommended that you talk with me directly. In the unfortunate event that you believe or fear I might not be a safe person to consult, or if you feel like you have tried to communicate your concerns to me and I have not been responsive to your concerns, please talk with Dr. Sherman, my supervisor.