SYLLABUS

Course Information:
COUN 5392.002 – Helping Relationship & Interviewing
Spring 2015
Monday: 2:00-4:45
HPR 247

Instructor Information:
Rosemary E. Barke’, Ph.D.
Office: HPR 208
Office Hours: M & W 10:00-11:30 or by appointment (set via email)
Office phone: (903) 566-7144
Email: (best way to reach me) rbarke@uttyler.edu, rosetori@aol.com

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 COUN, 5312, and 5328 and COUN 5391.

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 preferred. In addition to didactic learning, students will role play and digitally record their interviewing and counseling techniques. In supervision of role plays, you will 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 (CACREP II.G.5.b; II.G.5.c)
2. Demonstrate effective procedures for conducting initial clinical interviews (CACREP II.G.5.c; CACREP III.G.2, CACREP III.H. 1, 2)
3. Construct a personalized intake interview form (with possible attachments) (CACREP II.G.5.c)
4. Perform role play interviews as therapist and client with class members (CACREP II.G.5.b, c)
5. Demonstrate the ability to write clinical intake reports (CACREP II.G.5.c)
6. Demonstrate the ability to conceptualize DSM-V diagnoses (CACREP II.G.5.c; CACREP III.K.1, K.2, K.5; CACREP III.L.1, L.2, L.3)
7. Demonstrate the ability to construct a treatment plan (CACREP II.G.5.c; CACREP III.H. 1, 2)
8. Demonstrate ethical decision making processes (CACREP II.G.5.b, c)
9. Demonstrate growing confidence necessary to work with a diverse client
10. Demonstrate knowledge of crisis intervention, suicide prevention, and psychological first aid strategies (CACREP II.G.5.g)

Required Texts:

Frankl, V. (1959). Man’s Search for Meaning. (Any edition will be acceptable)

Recommended Texts:


***Other readings as assigned. (I will pull from Edward Teyber’s Interpersonal Process in Therapy: An Integrative Model, 6th edition)

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 can earn an “A” 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. You are allowed one excused absence without a loss of 100 points/absence.

Professionalism: 300 points (Attendance, participation, timeliness, and effort)
Fish Bowl Discussion: 50 points (Discussion: Man’s Search for Meaning & applications)
Paper on Frankl: 50 points (3-5 page paper on Man’s Search w/ quotes & thoughts)
Intake Report Draft: 100 points (See Chapter 7 for example items)
Report One: 100 points (First Report from a full intake, see pages 237-246)
Report Two: 150 points (Report, provisional diagnosis and treatment plan)
Relationship Paper: 100 points (How we build a HELPING RELATIONSHIP)
Final Evaluation: 150 points (Assessment of your skill development)
Ethical Violation: Will result in significant loss of points & possible failure
Final Grade: 800 to 1000 points = Credit
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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>READ FOR THIS CLASS</th>
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<tbody>
<tr>
<td>1/12</td>
<td>Week 1: Introductions, Orientation, Active Reading, Creating Structure And Safety, Listening Skills &amp; Role Play</td>
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<td>1/26</td>
<td>Week 2: Becoming a Mental Health Professional Learning and Unlearning &amp; Role Play</td>
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<td>2/2</td>
<td>Week 3: Attending and Listening Due: Role Play #1 (Listening &amp; Understanding)</td>
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<td>2/9</td>
<td>Week 4: The Interview Process Due: Frankl Discussion and Brief Paper</td>
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<td>2/16</td>
<td>Week 5: Evidence-Based Relationship Building Due: Role Play #2</td>
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<td>2/23</td>
<td>Week 6: Interview Process and Relationship Due: Helping Relationship Building Paper</td>
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<td>3/2</td>
<td>Week 7: Intake Interviewing &amp; Report Writing* Due: Draft of Intake Form*</td>
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<td>3/16</td>
<td>Week 8: Suicide, Crisis Int &amp; Psychological First Aid</td>
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<td>3/23</td>
<td>Spring break! Relax and rejuvenate if possible!</td>
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<td>3/30</td>
<td>Week 9: Diagnosis and Treatment Plans Due: Role-play #3 (INTAKE)</td>
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<td>4/6</td>
<td>Week 10: Challenging Clients and Situations</td>
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<td>4/13</td>
<td>Week 11: Couples and Families/ HC role plays Due: Role-play # 4- Longer Intake</td>
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<td>4/20</td>
<td>Week 12: Int in a Diverse &amp; MC World/HC role plays Due: 1st report is due</td>
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<td>4/27</td>
<td>Week 13: Online and other Non-face-to-face environments Revisiting Suicide and Suicide Assessment HC? Due: Role-play #5 due -Briefer intake (p.231 example)</td>
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<td>4/30</td>
<td>Week 14: Finals Week :Reviewing Progress and revisiting identified areas Due: 2\textsuperscript{nd} report is due (for TP)</td>
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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
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.

CMHC Program Mission:
The Master of Arts in CMHC program is intended to prepare students to counsel persons experiencing emotional distress through development of specific competencies in human growth and development, assessment, counseling/therapy theories and methods and practice, cultural diversity, group counseling, career development, research methods and ethical counseling practices. Students who complete their programs and get their degrees are well-prepared for the Licensed Professional Counselor state licensing examination and are employed in a variety of mental health settings. Students may complete a generalist program or specialize in marriage and family counseling. Students specializing in couple and family counseling acquire additional competencies in marriage and family theories, counseling interventions and ethics. The core program curriculum is designed to align with national Counseling standards of the Council on the Accreditation of Counseling and Related Educational Programs (CACREP).

PROGRAM LEARNING OUTCOMES

CMHC M.A.:

1.0 Human Growth and Development: Students will demonstrate understanding of the nature and needs of individuals at all developmental levels, and in multicultural contexts including theories of individual and family development and transitions across the life-span, theories of learning and personality development, including current understandings about neurobiological behavior, and the effects of crisis, trauma and disasters on individuals of all ages.

2.0 Counseling Appraisal and Assessment: Students will describe, explain, discuss and competently apply the use of assessment methods in counseling, including individual appraisal and diagnosis of emotional and psychological disorders.

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.
4.0 Professional Orientation and Ethics: Students will demonstrate understanding of ethical standards of professional organizations and credentialing bodies and applications of national and state ethical and legal considerations in professional psychology and counseling, professional organizations, and professional credentialing, including certification, licensure, and the effects of public policy on these issues.

5.0 Social/Cultural Diversity Issues and Skills: Students will demonstrate an understanding of the nature and impact of human and cultural diversity on assessment and intervention, theories of multicultural counseling competencies, identity development, and social justice, individual, couple, family, group, and community strategies for working with and advocating for diverse populations, and roles in eliminating biases, prejudices, processes of intentional and unintentional oppression and discrimination.

6.0 Group Counseling Skills: Students will demonstrate an understanding of both theoretical and experiential aspects of group purpose, development, dynamics, theories, methods and skills, and other group approaches in a multicultural society, including principles of group dynamics, group process components, group leadership or facilitation styles and approaches, and theories and methods of group counseling.

7.0 Career Development and Counseling: Students will demonstrate an understanding of career development and related life factors, including career development theories and decision-making models, career development program planning, organization, implementation, administration, and evaluation, assessment instruments and techniques that are relevant to career planning and decision making, and career counseling processes, techniques, and resources.

8.0 Research Methodology and Analysis: Students will demonstrate an understanding of research methods and statistical analysis, including the critical appraisal of psychological research.

CMHC Program Assessment:

3.0 Counseling Helping Relationship Skills: Students will describe, explain, and apply an understanding of counseling/therapy theories and methods, and demonstrate effective practice of counseling/therapy skills.

3.1 Assessment: Students will conduct live and videotaped practice counseling sessions in PSYC 5392: Applied Counseling Practice. During the final week of the course the instructor will conduct a cumulative evaluation of students’ counseling/therapy skills using the Student Clinical Skills Evaluation (SCSE) form.

Statement of Supervision:
Dr. Rosemary Barké is supervised by Dr. Wes Hickey, Interim 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 at 903 566-7218.