SYLLABUS

Course Information:
PSYC 5392.001 Applied Counseling
Fall 2018
Monday 2:00-4:45 p.m.
BEP 250

Instructor Information:
Rosemary E. Barké, Ph.D.
Office: HPR 208
Office Hours: WED 3:00-6:00, or by appointment (set via email)
Office phone: (903) 566-7144
Email: (best way to reach me) rbarke@utttyler.edu

Course Catalog Description:
Applied Counseling is a clinical skills course emphasizing the acquisition of therapeutic helping relationship skills and interviewing through role playing and modeling. Video and audio feedback, as well as direct supervision, is provided. Prerequisite: Grade of "B" or better in PSYC 5312, and PSYC 5328 and PSYC 5308 and departmental consent.

This course is designed for graduate students in Clinical Psychology. Students will learn more about themselves in relation to others, while learning beginning techniques for clinical interviewing, treatment planning, report writing, and individual therapy. A growing 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 PSYC 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 and diagnostic 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 counseling skills. You are allowed one excused absence without a loss of 100 points/absence.

Professionalism: 500 points (Attendance, participation, timeliness, and effort)
Fish Bowl Discussion: 200 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: 100 points (Report, provisional diagnosis and treatment plan)
Ethical Violation: Will result in significant loss of points & possible failure
<table>
<thead>
<tr>
<th><strong>Topical Outline:</strong></th>
<th><strong>Topic</strong></th>
<th><strong>READ FOR THIS CLASS</strong></th>
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<tr>
<td><strong>Calendar</strong></td>
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<tr>
<td>Week 1</td>
<td>Introductions, Orientation, Active Reading, Creating Structure &amp; Safety, Listening Skills &amp; Role Play</td>
<td>SF Chs 1, 2</td>
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<tr>
<td>8/27</td>
<td><strong>Due:</strong> Role Play #1 (Understanding and Breathing)</td>
<td>Frankl</td>
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<td>Week 2</td>
<td>Becoming a Mental Health Professional</td>
<td>SF Ch 3, 4</td>
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<td>9/10</td>
<td>Learning and Unlearning &amp; Role Play</td>
<td>M 1 &amp; 2, Davis</td>
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<td>Week 3</td>
<td>Attending and Listening, The Interview Process</td>
<td>SF Ch 5</td>
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<td>9/17</td>
<td>Evidence-Based Relationship Building</td>
<td>SF Ch 6</td>
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<td>Week 4</td>
<td>Intake Interviewing &amp; Report Writing*</td>
<td>SF 7</td>
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<td>10/1</td>
<td>Suicide, Crisis Int &amp; Psychological First Aid</td>
<td>SF Ch 9</td>
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<td><strong>Due:</strong> Draft of Intake Form*</td>
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<td>Week 5</td>
<td>Diagnosis and Treatment Plans</td>
<td>CH 10</td>
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<td>10/15</td>
<td><strong>Due:</strong> Role Play #2 (Practice Intake w/ suicide assessment)</td>
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<td>Week 6</td>
<td>Man’s Search for Meaning</td>
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<td>10/22</td>
<td><strong>Due:</strong> Frankl Discussion and Brief Paper</td>
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<td>Week 7</td>
<td>Revisiting Suicide and Suicide Assessment</td>
<td>SF 9</td>
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<td>10/29</td>
<td><strong>Due:</strong> Role-play #3</td>
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<td>Week 11</td>
<td>Challenging Clients and Demanding Situations</td>
<td>SF 12</td>
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<td>11/5</td>
<td><strong>Due:</strong> Intake report with differential diagnoses HC role plays</td>
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<td>Week 12</td>
<td>Intv in a Diverse &amp; MC World/ HC role plays</td>
<td>SF 11</td>
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<td>11/12</td>
<td><strong>Due:</strong> Role-play #4 due</td>
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<td>Week 13</td>
<td>Online and other Non-face-to-face environments HC Role-plays</td>
<td>SF 15</td>
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<td>11/26</td>
<td><strong>Due:</strong> Report and Treatment Plan Due J (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. Tapes of role-plays will be made and students will meet with me for individual supervision to review all of the taped sessions. If tapes 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 too personal from a video-tape that you are uncomfortable sharing with me. If the whole 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 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

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, kretek, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit www.uttyler.edu/tobacco-free.

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. (For Fall, the Census Date is Sept. 12.) 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 (Sept. 12th) 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.uttyler.edu/disabilityservices, 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:
- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”. The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

ii. “Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

iii. “Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

iv. All written work that is submitted will be subject to review by plagiarism software.

**UT Tyler Resources for Students**

- UT Tyler Writing Center (903.565.5995), writingcenter@uttyler.edu
- UT Tyler Tutoring Center (903.565.5964), tutoring@uttyler.edu
- The Mathematics Learning Center, RBN 4021, this is the open access computer lab for math
students, with tutors on duty to assist students who are enrolled in early-career courses.
□ UT Tyler Counseling Center (903.566.7254)

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.