Syllabus

Course Information:
PSYCH 5392.001 - Applied Counseling
Spring 2016
Monday 2-4:45 p.m.
Location TBA

Instructor Information:
Sarah M. Sass, Ph.D.
Office: HPR 213
Physical Office Hours: Tues 1-3p, or by appointment
Virtual Office Hour: Thurs, 1-2p
Office phone: (903) 566-7239
Email: (best way to reach me) ssass@uttyler.edu

Course Catalog Description: Applied Counseling Practice 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, 5312, and 5328.

This course is designed for advanced graduate students in clinical and counseling 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. Familiarity with the DSM-IV-TR 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 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 Applied Counseling 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-IV-TR five axis 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 population (CACREP II.G.5.c; CACREP III.E.1.2.3, CACREP III.F.3)
10. Demonstrate knowledge of crisis intervention, suicide prevention, and psychological first aid strategies (CACREP II.G.5.g)

**Required 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:** (100 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 and adherence to ethical decision making processes, and demonstrate an attitude of seeking excellence in your therapeutic skills. **You are allowed one absence without a loss of points.**

- **Professionalism:** 50 points (Attendance, in class participation and between class role play and supervision participation, quality of participation, timeliness, and effort)
- **Identity Reflection:** 10 points (Further instructions handed out in class)
- **Growth Edge Reflection:** 10 points (Further instructions handed out in class)
- **Report One:** 10 points (Report and provisional diagnosis)
- **Report Two:** 20 points (Report, provisional diagnosis and treatment plan)
- **Ethical Violation:** Will result in significant loss of points & possible failure

80-100 points = Credit (CR on transcript)
79 points and below = No Credit (NC on transcript)
*Tentative* *Topical Outline (subject to change):*

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Topic</th>
<th>READ FOR THIS CLASS</th>
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<tbody>
<tr>
<td>1/25</td>
<td>Introductions, Orientation, Active Reading, Creating Structure And Safety, Listening Skills &amp; Role Play Supervision Schedule for semester Becoming a Mental Health Professional</td>
<td>SF 1, 2</td>
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<tr>
<td></td>
<td><strong>Assignment:</strong> Identity Reflection</td>
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<tr>
<td>2/1</td>
<td>Basic Attending, Listening, and Action Skills</td>
<td>SF 3</td>
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<tr>
<td></td>
<td><strong>Identity Reflection due</strong></td>
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<td><strong>Assignment:</strong> Role Play #1 (Listening &amp; Understanding)</td>
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<td>2/8</td>
<td>Directives: Questions and Action Skills</td>
<td>SF 4</td>
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<td><strong>Role Play #1 Due (Listening &amp; Understanding)</strong></td>
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<td>2/15</td>
<td>Evidence-Based Relationships</td>
<td>SF 5</td>
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<td><strong>Assignment:</strong> Role Play #2 (2(^{nd}) session)</td>
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<td>2/22</td>
<td>Overview of the Interview Process</td>
<td>SF 6-7</td>
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<td>Intake Interviewing &amp; Report Writing</td>
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<td><strong>Assignment:</strong> Develop your own intake form</td>
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<td>2/29</td>
<td>Interviewing in Online and Non-Face-to-Face Environments Mental Status Exam</td>
<td>SF 15, 8, Appendix</td>
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<td><strong>Role Play #2 Due (2(^{nd}) session)</strong></td>
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<td><strong>Assignment:</strong> Role Play #3 (Intake session)</td>
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<td>3/7</td>
<td><strong>Spring Break – Enjoy 😊</strong></td>
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<td>3/14</td>
<td>Suicide Assessment</td>
<td>SF 9</td>
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<td>3/21</td>
<td>Diagnosis and Treatment Plans, Goal setting</td>
<td>SF 10</td>
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<td>3/28</td>
<td>Challenging Clients and Situations</td>
<td>SF 12</td>
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<td><strong>Draft of Intake Form due</strong></td>
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<td><strong>Role-play #3 Due (Intake session)</strong></td>
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<td><strong>Assignment:</strong> Role Play #4 (Intake session #2)</td>
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<td>4/4</td>
<td>Interviewing in a Diverse &amp; Multicultural World</td>
<td>SF 11</td>
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<tr>
<td>4/11</td>
<td>Revisiting Suicide and Risk Assessment</td>
<td>SF 9</td>
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<td><strong>1(^{st}) Report Due</strong></td>
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<td></td>
<td><strong>Assignment:</strong> identify “growth edges”</td>
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Laptop/Computer Policy: Given that this course (and your grade) heavily depends on your active participation, the use of computers is limited to note-taking and computers are not to be used during role-play and other experiential activities during the course.

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.

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 or disrupts 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:**

**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](http://www.uttyler.edu/wellness/rightsresponsibilities.php)

**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](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 that students need to be aware of. 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 Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact the Disability Services office in UC 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 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.

**Clinical Psychology Program Mission Statement:**
The Master of Science in Clinical Psychology is intended to educate students in the scientific bases, diagnostic, assessment and therapeutic methods, philosophies, skills and ethics of clinical psychology to prepare them for roles in clinical practice and research. Students may complete a general Clinical Psychology program, or a specialization in either Clinical Neuropsychology or School Psychology. Based on the student’s chosen specialization, the program provides the necessary coursework foundation for various state licensures to include the Licensed Professional Counselor, Licensed Psychological Associate, and Licensed Specialist in School Psychology. The Clinical Psychology core curriculum outcomes are aligned with national standards for masters level programs in applied psychology, from the Masters in Psychology Accreditation Council (MPAC).

Clinical Psychology M.S. Program Learning Outcomes may be found at: [http://www.uttyler.edu/psychology/ClinicalPsychPLO](http://www.uttyler.edu/psychology/ClinicalPsychPLO)

**Counseling Psychology Program Mission Statement:**
The Master of Arts in Counseling Psychology 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).

Counseling Psychology M.A. Program Learning Outcomes may be found at: [http://www.uttyler.edu/psychology/CounselingPsychPLO](http://www.uttyler.edu/psychology/CounselingPsychPLO)