**SYLLABUS**

**Course Information:**
PSYC 5392.001 – Applied Counseling Practice
Spring, 2017; Thursdays, 2:00-4:45
BEP 250

**Instructor Information:**
Erin M. West, Ph.D.
Office: BEP 226
Office Hours: Tuesdays 1:00-4:00
Office Phone: 903-566-7208
Email: (best way to reach me) ewest@uttyler.edu

**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, 5312, and 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-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 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
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:**

**Recommended Texts:**

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.

**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.

**Evaluation and Grading (100 points total)**
In all aspects of your transition from student to professional I will be supporting 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)
Goals Paper: 20 points
Progress Note: 10 points (report and provisional diagnosis)
Report 2: 20 points (report, provisional diagnosis, and mini treatment plan)
Ethical Violation: Will result in significant loss of points and possible failure

80-100 points = Credit (CR on transcript)
79 points and below = No Credit (NC on transcript)

**Tentative Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Role Play Schedule</th>
<th>Assignments/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/19</td>
<td>Class Overview&lt;br&gt;Overview of Role Plays&lt;br&gt;Introduction to Clinical Interview</td>
<td>SF Chapter 1 &amp; 2</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Activity</td>
<td>Reading Material</td>
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<tr>
<td>1/26</td>
<td>Preparation, Overview, and Nondirective Listening Skills</td>
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<td>SF Chapters 3 &amp; 4</td>
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<tr>
<td>2/2</td>
<td>Nondirective Listening Skills</td>
<td>Do Role Play 1</td>
<td>SF Chapter 4</td>
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<tr>
<td>2/9</td>
<td>Directive Listening Skills</td>
<td>Turn in Role Play 1. Meet for Supervision</td>
<td>SF Chapter 5</td>
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<td></td>
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<td>Role Play 1 Due (Listening and Understanding)</td>
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<tr>
<td>2/16</td>
<td>Directive Listening Skills</td>
<td>Do Role Play 2</td>
<td>SF Chapter 5</td>
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<tr>
<td>2/23</td>
<td>Directing Clients Toward Action and Evidence Based Relationships</td>
<td>Turn in Role Play 2. Meet for Supervision</td>
<td>SF Chapter 6 &amp; 7</td>
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<td></td>
<td></td>
<td>Role Play 2 Due (Listening and Understanding)</td>
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<tr>
<td>3/3</td>
<td>Intake Interviewing, Report Writing, and Mental Status Examination</td>
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<td>SF Chapter Chapters 8 &amp; 9</td>
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<td>Morrison Chapter 10</td>
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<td>3/9</td>
<td>Suicide Assessment</td>
<td>Do Role Play 3</td>
<td>SF Chapter 10</td>
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<td>Progress Note Due</td>
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<tr>
<td>3/16</td>
<td>SPRING BREAK</td>
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<tr>
<td>3/23</td>
<td>Diagnosis and Treatment Planning</td>
<td>Turn in Role Play 3. Meet for Supervision</td>
<td>SF Chapter 11</td>
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<td>Morrison Chapters 1-4</td>
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<td>Role Play 3 Due (Intake Session)</td>
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<tr>
<td>3/30</td>
<td>Diagnosis and Treatment Planning</td>
<td></td>
<td>Morrison Chapters 1-4</td>
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<tr>
<td>4/6</td>
<td>Diagnosis and Revisiting Suicide Assessment</td>
<td>Do Role Play 4</td>
<td>Morrison Chapters 5-8</td>
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<td>4/13</td>
<td>ON LINE CLASS: Stigmatization of Mental Illness and Diagnosis</td>
<td>Turn in Role Play 4. Meet for Supervision</td>
<td>Role Play 4 Due (Intake Session)</td>
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<td>Report # 2 Due</td>
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<td>4/20</td>
<td>Challenging Clients and Demanding Situations Revisiting Suicide Assessment</td>
<td></td>
<td>SF Chapter 12</td>
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<tr>
<td>4/27</td>
<td>Wrap Up and Review</td>
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<td>Goals Paper</td>
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**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.**

**Patriot E-Mail**

University policy requires that all e-mail correspondence between students and instructor be done via the Patriot account. Check your Patriot E-Mail frequently. Announcements pertaining to class or departmental business will be sent to the student’s Patriot account. In accord with university policy your instructor will respond only to student correspondence sent via Patriot E-mail.

**Informed Consent Statement**

Faculty members are dedicated to the educational, personal, and professional growth and development of our students. Faculty are in a unique position as both instructors who assess students’ academic skills and members of the counseling profession with an ethical obligation to the profession. In both of these roles, it is the faculty’s responsibility to evaluate student competencies within the realm of professional counseling and to address any concerns regarding students’ professional competence. As such, please be aware of the following information regarding this course:

- **The counseling profession encourages that counselors fully integrate their own personal attributes and identity, as well as their strengths and weaknesses, into therapeutic processes. Therefore, self-awareness is critical because this knowledge relates to being an effective therapist.**
- **There will be an emphasis in many courses on self-awareness/exploration, as well as giving feedback to peers. Although uncomfortable at times, we encourage students to be open to self-exploration, since we frequently ask clients to do so.**
- **At times, class may include experiential and self-awareness exercises. It is important to distinguish between sharing one’s emotional reactions to such experiential class activities and revealing information about one’s personal history. Self-disclosure of personal history is not required in order to successfully pass any course; however, students may be expected to share their reactions to experiential activities.**
- **Self-disclosures will not be used as a basis for grading in any course. However, should a student disclose information indicating impairment or the potential for harm to clients, the faculty member may take appropriate action in accordance with the **ACA Code of Ethics** (2005).**
Students often experience personal growth as they progress through the program. However, the courses are not meant to be a means of personal therapy. The focus in classes is on self-awareness and the enhancement and growth of necessary counselor skills.

Please be aware that, although all instructors strive to create a safe environment for any personal disclosures, we cannot guarantee that other students will maintain the confidentiality of any such disclosures that are made.

It is each student’s responsibility to determine an appropriate level of self-disclosure (i.e. the content and depth of personal information that you share) in experiential learning activities.

**University Policies**

**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.
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

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. 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.

Student Accessibility and Resources
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources (SAR) office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

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.

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, kreteks, 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.

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 & Vision Statements

Mission:
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.