Syllabus

Course Information:
PSYCH 5392.00 - Applied Counseling
Spring 2018
Monday 2-4:45 p.m.
HPR 252

Instructor Information:
Sarah M. Sass, Ph.D.
Office: HPR 213
Office Hours: Weds 12-2p & 4-5p, or by appointment
Office phone: (903) 566-7239
Email: (best way to reach me) ssass@uttyler.edu

Course Catalog Description: A clinical skills course emphasizing the acquisition of practical therapeutic techniques through role playing and modeling. Direct supervision using audio/video recordings will be provided. CR/NC only. Prerequisite: Grade of "B" or better in PSYC 5308, 5312, and 5328; and departmental consent.

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-5 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)
### Topical Outline (subject to change):

<table>
<thead>
<tr>
<th>Calendar</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>1/22</strong></td>
<td>Introductions, Orientation, Active Reading, Creating Structure</td>
<td>Assignment: Identity Reflection</td>
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<td>And Safety, Listening Skills &amp; Role Play</td>
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<td>Supervision Schedule for semester</td>
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<td>Becoming a Mental Health Professional</td>
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<td><strong>READ FOR THIS CLASS</strong></td>
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<tr>
<td><strong>1/29</strong></td>
<td>Basic Attending, Listening, and Action Skills</td>
<td>Assignment: Role Play #1 (Listening &amp; Understanding)</td>
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<td><strong>Identity Reflection due</strong></td>
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<td>Assignment: Role Play #1 (Listening &amp; Understanding)</td>
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<td><strong>2/5</strong></td>
<td>Directives: Questions and Action Skills</td>
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<td><strong>2/12</strong></td>
<td>Evidence-Based Relationships</td>
<td>Assignment: Role Play #2 (2&lt;sup&gt;nd&lt;/sup&gt; session)</td>
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<td><strong>Role Play #1 Due (Listening &amp; Understanding)</strong></td>
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<td><strong>2/19</strong></td>
<td>Overview of the Interview Process</td>
<td>Assignment: Develop your own intake form</td>
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<td>Intake Interviewing &amp; Report Writing</td>
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<td><strong>2/26</strong></td>
<td>Interviewing in Online and Non-Face-to-Face Environments</td>
<td>Assignment: Role Play #3 (Intake session)</td>
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<td>Mental Status Exam</td>
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<td><strong>Role Play #2 Due (2&lt;sup&gt;nd&lt;/sup&gt; session)</strong></td>
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<td><strong>3/5</strong></td>
<td>Suicide Assessment</td>
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<td><strong>3/12</strong></td>
<td>Spring Break – Enjoy 😊</td>
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<td><strong>3/19</strong></td>
<td>Diagnosis and Treatment Plans, Goal setting</td>
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<td><strong>3/26</strong></td>
<td>Challenging Clients and Situations</td>
<td>Assignment: Role Play #4 (Intake session #2)</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>4/2</strong></td>
<td>Interviewing in a Diverse &amp; Multicultural World</td>
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<td><strong>4/9</strong></td>
<td>Revisiting Suicide and Risk Assessment</td>
<td>Assignment: identify “growth edges”</td>
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<td><strong>1&lt;sup&gt;st&lt;/sup&gt; Report Due</strong></td>
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*Note: SF indicates Supplemental Reading.*
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.

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, 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.

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)