Syllabus

Course Information:
Class: PSYC 5393.003 APPLIED THERAPY II.
Time: Tuesday - 5:00-7:45
Location: TBA
Instructor: Kirk Zinck, Ph.D., LMFT
Office: HPR 214
Office Hours: Meetings are by Appointment.
Available meeting times include Wednesday 1:30-4:30.
Alternate meeting times may be available at instructor convenience.

Instructor Information:
Supervision Hours: TBA
E-Mail: kzinck@uttyler.edu [e-mail is the best way to contact instructor]
Note: Use e-mail to contact instructor regarding academic concerns. Use the telephone for urgent and emergency issues related to clinical work.

Catalog Description of PSYC 5393: Applied Therapy is the application of practical therapeutic techniques with clients. Video feedback and direct supervision of student work will be employed by the instructor. Successful completion of 5312 and 5392 is required before beginning this advanced skills course.

Student Learning Outcomes: Each student will:
• Demonstrate proficiency in counseling and related professional skills.
• Construct client assessments that include a working differential diagnosis and utilize assessment instruments (i.e. MMPI, PAI, other) when appropriate to client needs.
• Construct theoretically informed and behaviorally stated treatment plans in collaboration with clients.
• Demonstrate ethical practice and attitudes in all activities related to the class, clinic, and clients.

COUNSELING PSYCHOLOGY ASSESSMENT METHODOLOGY:
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.
3.2 Assessment: Students will conduct live and videotaped practice counseling sessions with actual clients in PSYC 5393: Applied Therapy. 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. 90% of students will achieve an average rating of 3 (Meets Expectations) with no rating lower than 2 (Not Yet Meeting Expectations) on both the “Clinical Skills” and “Use of Therapeutic Skills” item sets.

CLINICAL PSYCHOLOGY ASSESSMENT
3.0 Psychological Therapy Methods: Students will describe, explain, and discuss the scientific basis for psychological therapy methods/interventions, and demonstrate effective psychological therapy skills.
(MPAC-C2)
3.2 Assessment: Students will conduct live and video recorded practice counseling sessions in PSYC 5393: Applied Therapy. During the final week of the course the instructor will conduct a cumulative evaluation of students’ psychological therapy skills using the Student Clinical Skills (SCSE) Evaluation form. 90% of students will achieve an average rating of 3 (Meets Expectations) with no rating lower than 2 (Not Yet Meeting Expectations) on both the “Clinical Skills” and “Use of Therapeutic Skills” SCSE item sets.
Required Textbooks:

Note: 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.

Suggested Resources

LEARNING AND EVALUATIVE ACTIVITIES
Your Developing Theory of Counseling
- For this initial assignment, students develop and submit a theoretically informed description of their approach to counseling. The paper will be the foundation of a classroom discussion and exchange of ideas, and it will be used as a reference during individual and group supervision.

Videos of Counseling Sessions
- For supervision purposes, each student must submit video recordings of counseling sessions. Progress notes are to accompany videos. Notes must identify clients by case number only.
- Evaluation of videos will consist of written and/or verbal feedback from Dr. Zinck. Evaluation will occur during individual and group supervision sessions. Evaluation is provided as verbal feedback in each supervision session and through a collaborative assessment of student skill development, that is discussed with the student.

Case Presentation.
- Each student will present two case summaries drawn from their work with clients at the UTT clinic. The written case summary must be provided to the instructor one week prior to making the case presentation (see case summary/presentation guidelines).

Assessment, Diagnosis, & Treatment Plan
Each student will submit two client intake assessments with a DSM 5 diagnosis and accompanying treatment plan. The assessment, diagnosis, and treatment plan format may be developed by the student. Students also have the option to use formatting provided in the examples that are distributed during classes.

Intake Form
Each student must develop and submit an intake and assessment form that he/she will use during the semester. The form must be reviewed and approved by Dr. Zinck before students are allowed to see clients. Students may modify the form during the semester, after consulting with Dr. Zinck.
**Attendance & Participation**

Learning in this course is based on interaction and participation. Students are expected to attend all class meetings, arrive on time, and remain for the entire class. Each student is also expected to be appropriately prepared for class and to take an active role in discussion and activities.

**GRADING**

This course emphasizes developing proficiency in applying the knowledge and skills that students have acquired in their preceding classes, and ongoing development of new knowledge and skills. Proficiency includes understanding and adhering to “standards of care” plus knowing and adhering to professional ethics and Texas laws that govern the practice of counseling.

**Students must meet the following expectations to pass the course and advance to the Practicum.**

- Demonstrate proficiency in fundamental counseling skills and knowledge (See” SCSE” and Collaborative Evaluation mentioned above).
- Accumulate 25 or more hours of video recorded face-to-face client contact.
- Attend 7 or more hours of individual supervision sessions.
- Attend class consistently (no more than two absences, late arrivals, or early departures).
- Earn a rating of “meets” or “exceeds expectations” on the Assessment, Diagnosis, & Treatment Plans.
- Demonstrate logical and ethical behavior regarding security of client information and records.
- Maintain, update, and complete client files in a timely manner.
- Present and receive a satisfactory evaluation of case summaries as described in the “Case Presentation Guide” supplied by Dr. Zinck.

**COURSE POLICIES**

**Counseling Load.** Each student must maintain a minimum of three clients throughout the semester. Because client loads vary (due to cancellation, illness, no shows, etc.), students may wish to maintain a larger client load in order to insure that you meet course completion criteria. Dr. Zinck will judge your counseling competence. When necessary, a student may be required to accumulate additional counseling hours or engage in additional learning activities in order to achieve and demonstrate fundamental competence.

**Record Keeping.** Record keeping includes the timely maintenance of client files including intake forms, assessments, treatment plans, progress notes, records, and documentation of contact with the client. Proper maintenance means that files contain clearly written records, that all documents and information are current, and all necessary documentation is in the client’s file, and that the file is at all times located in the appropriate clinic location. The instructor will periodically review client files.

**Video Recordings of Counseling Sessions.**

- Students must video record each counseling session. Under special circumstances, audio recordings may be used with instructor permission
- Recordings will be used as data in individual and group supervision sessions.
- At all times, recordings and client records must be in secure storage, or in a student counselor’s immediate possession to insure client confidentiality.
- Each student must destroy all video or audio recordings of his/her counseling sessions by May 10, 2014.

**REQUIREMENTS**

**Insurance.** Professional liability insurance is required. All students must obtain professional liability insurance, prior to commencing any counseling activity. Proof of insurance must be provided to Dr. Zinck by January 16. Insurance can be obtained at [www.acait.com](http://www.acait.com) (American Counseling Association) or at the APA website.
**Ethical Behavior and Professional Conduct.** Professional conduct is expected of all students in the performance of counseling and related activities. Students must adhere to the ACA code of ethics, the laws governing counselors (LPCs) in Texas, and the policies of the UTT psychology department. It is assumed that each student has completed the ethics course prior to this class and that students know the ACA code of ethics, understand the concept of “standard of care/practice”, and are familiar with Texas laws governing counselor/trainee obligations as a mandated reporter. Students who are unfamiliar with these basics should inform Dr. Zinck during the first class session. Required remedial activities, a grade of incomplete, a failing grade, or dismissal from the class are potential consequences for engaging in unprofessional behavior.

**Emergencies.** Students must familiarize themselves with services, available on campus and in the community, that are designed to meet the short-term and emergency needs of clients. Students will learn to evaluate client emergencies and make appropriate referrals.

Your instructor is available by phone (24-7) to assist students with emergency and other pressing situations that may occur in counseling. See contact information on page 1 of this syllabus.

**Security of Records.** Students are responsible for security of all records made in relation to a client and case. All records must be secure at all times. Client files must remain in the clinic, except when a student is attending a supervision session. When transporting notes, videos or other client records to be used for the purposes of review and supervision, student counselors must insure that these materials are always secure. **Do not e-mail any client records or other identifying information to your instructor or to anybody else (including clients).**

**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 each student’s Patriot account. In accord with university policy Dr. Zinck will respond only to student correspondence sent via Patriot E-mail.

**COURSE SCHEDULE**

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<thead>
<tr>
<th>Class</th>
<th>TOPICS, ACTIVITIES, &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Aug 26</td>
<td>Orientation to Course and Clinic</td>
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<td></td>
<td>Establishing Professional Development Goals for this Course</td>
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<td></td>
<td>Your Developing Counseling Approach. <strong>Due September 9</strong></td>
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<td>Sept 2</td>
<td>Structured Reflecting Team Group Supervision (SRTGS) - Training</td>
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<tr>
<td></td>
<td>Initial Client Contact, Screening, Intake</td>
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<td></td>
<td>Developing Behaviorally Stated Treatment Goals</td>
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<td>Sept 9</td>
<td>Case Presentation - Training</td>
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<td>Treatment Planning - - Training</td>
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<td>Progress Notes &amp; Record Keeping - Training</td>
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<td>DSM 5 Diagnosis - Discussion of Assignment Reading</td>
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<td>Consultation &amp; Group Supervision</td>
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<td>Sept 16</td>
<td>Student Presentations “Your Developing Approach to Counseling”</td>
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<td>Consultation &amp; Group Supervision</td>
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<tr>
<td>Sept 23</td>
<td>Counselors as Agents of Change – Discussion of Assigned Reading</td>
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<td>The Reflecting Team Process - Training</td>
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<td>Consultation &amp; Group Supervision</td>
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<td>Sept 30</td>
<td>Initial Case Presentations (2-3)</td>
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<td>Review of the Reflecting Team Process</td>
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<td>Consultation and Group Supervision</td>
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Note. This syllabus is a learning guide that may be modified as student needs determine or opportunities for enriched learning develop. Students will be notified of any modification, in advance. Student suggestions regarding learning activities and the schedule are welcomed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Oct 7</td>
<td>Solution Focused Coun. (SFC) Demo. Using a Reflecting Team. Ssn. 1 - Intake</td>
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<td>Initial Case Presentations (2-3)</td>
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<td>Due from Students: <em>Assessment, Diagnosis, &amp; Treatment Plan #1</em></td>
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<td>Oct 14</td>
<td><em>SFC Demonstration Using a Reflecting Team. Session 2</em></td>
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<td>Initial Case Presentations (2-#)</td>
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<td>Oct 21</td>
<td><em>SFC Demonstration Using a Reflecting Team. Session 3</em></td>
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<td>Consultation &amp; Group Supervision</td>
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<td>Oct 28</td>
<td><em>SFC Demonstration Using a Reflecting Team. Session 4</em></td>
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<td>Consultation &amp; Group Supervision</td>
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<td>Due: <em>Assessment, Diagnosis, &amp; Treatment Plan #2</em></td>
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<tr>
<td>Nov 4</td>
<td><em>SFC Demonstration Using a Reflecting Team. Session 5 - Conclusion</em></td>
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<td>Case Consultation &amp; Group Supervision</td>
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<td>Nov 11</td>
<td>Final Case Presentations (2-3)</td>
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<td>Case Consultation &amp; Group Supervision</td>
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<td>Nov 18</td>
<td>Final Case Presentations (2-3)</td>
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<td>Case Consultation &amp; Group Supervision</td>
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<td><em>Last Week to See Clients</em></td>
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<td><em>Check Out Forms are Due by December 2</em></td>
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<td>Nov 25</td>
<td>Thanksgiving Holiday – No Class</td>
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<td>Dec 2</td>
<td>Final Case Presentations (2-3)</td>
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<td></td>
<td>Concluding Activities</td>
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<td><em>Check Out Forms are Due</em></td>
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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.utttyler.edu/wellness/rightsresponsibilities.php](http://www.utttyler.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.utttyler.edu/registrar](http://www.utttyler.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:

Vision:
The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century through productive contributions to local and global communities and toward individual and cultural equity.

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. We affirm and promote global perspectives that value individual and cultural diversity to enhance learning, service, and scholarship.

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.uttler.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