

PSY 431: Interviewing and Counseling
Section I
FALL 2019

T,TH 3:35-4:50 pm, SJ 221

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OVERVIEW:

This course is designed to help students who are considering entering a helping profession learn and practice basic interviewing and counseling skills. In addition to skill development, there will be an emphasis on the development of self and cultural awareness. Students will also be introduced to guidelines for professional conduct and ethical decision-making. This course will consist of lectures, self-study, and experiential learning through in-class role-playing and activities.

PREREQUISITE:

Introductory Psychology (PSY 101)

COURSE OBJECTIVES:

Upon successful completion of this course students will demonstrate:

1. Knowledge of the following basic interviewing and counseling skills: attending, listening, asking questions, reflection, reflection of feeling, clarification, silence, and summarization.
2. The ability to utilize these basic interviewing and counseling skills at a beginner level.
3. The ability to give and receive constructive feedback.
4. Knowledge of ethical and professional issues relevant to helping professionals.
5. Awareness of their own values, judgments, and stereotypes and how these can affect work with clients.

COURSE REQUIREMENTS:

Participation: It is expected that students participate in all classroom activities and discussions. Participation will count for **5%** of your final grade.

Population Presentation: You will be assigned a specific population and will receive a chapter about your population and considerations when counseling individuals from your assigned population. You will read the chapter and prepare a five minute in-class presentation about your population. More detailed guidelines will be provided. The population presentation will count for **5%** of your final grade.

Diversity Experience Reflection Paper: On your own, you will seek out a new diversity experience in which you are purposely a minority amongst a majority. You will then write a reflection paper about your experience. More specific guidelines for the assignment will be provided. The paper is due on **11/5** and will count for **10%** of your final grade.

Quizzes: Four quizzes will count for **10%** of your final grade.

Exam: There will be one in-class exam on **11/14**. The exam will count for **20%** of your final grade.

Counseling Video #1 Reflection: Working in pairs, you and a classmate will interview each other for three minutes. You will then watch your video and write a short reflection paper about your experience. More detailed guidelines will be provided. The counseling session will not be graded; the reflection paper is due on **9/5 (Group A); 9/10 (Group B)**; and will count for **5%** of your final grade.

Counseling Video #2 Self-Assessment & Peer Feedback: Working in pairs, you and a classmate will be filmed practicing your counseling skills on each other for six minutes. You will complete self-assessment worksheets immediately following your counseling session and after watching your counseling session video. You also be assigned to watch two classmates counseling videos and will provide them with feedback about their counseling session. More detailed guidelines will be provided. The counseling session will not be graded; Self-Assessment Worksheet I is due on **10/4(Group A); 10/08 (Group B)**; Self-Assessment Worksheet II and peer feedback is due on **10/17 (Group A); 10/22 (Group B)**. This assignment will count for **15%** of your final grade.

Counseling Video #3 and Final Paper: Working in pairs, you and a classmate will be filmed demonstrating your counseling skills on each other each other for ten minutes. You must watch your counseling video and write a 7-8 page self-assessment paper. More detailed guidelines will be provided. The final paper is due on **12/10 (Group A); 12/12 (Group B)**. Your counseling video and final paper will count for **30%** of your final grade.

GRADING:

Grades will be determined on the basis of the following criteria: Participation (5%), Population Presentation (5%), Video #1 Reflection (5%), Diversity Experience Reflection Paper (10%), Quizzes (10%), Exam (20%), Video #2 Self-Assessment & Peer Feedback (15%), Video #3 and Final Paper (30%). Course grades will then be assigned as follows:

A	93.0 – 100
A-	90.0 – 92.9
B+	87.0 – 89.9
B	83.0 – 86.9
B-	80.0 – 82.9
C+	77.0 – 79.9
C	73.0 – 76.9
C-	70.0 – 72.9
D	60.0 – 69.9
F	Below 60

TEXTBOOK AND READINGS:

There is no required textbook for this class. Select book chapters, journal articles, and news articles are assigned and will be available for you to access through Isidore. Tentative reading assignments are outlined at the end of this syllabus (pp. 8-10).

COURSE POLICIES:

Classroom Behavior: Laptop use will not be permitted during class. Cell phone use is also not permitted, including sending or reading text messages or e-mail. Please keep your cell phones away and on silent. As upperclassman, you are expected to understand and display professionalism and maturity.

Attendance: It is expected that students attend all classes. If you do not attend class, you will not do well in this course. Students are responsible for all material covered in each class period and will receive a zero for any missed quizzes, exams, or class activities.

Course Materials and Lecture Notes: Slides from class, assignment instructions, and most handouts will be posted on Isidore. Students who miss class are still responsible for all notes, announcements, and handouts for that class and it is your responsibility to get the notes, handouts, assignments, and any other course-related documents from Isidore or one of your classmates.

Late Policy: Hard copies of all assignments must be handed in at the start of class on the day that the assignment is due. I will not accept e-mail copies of assignments. If you cannot be in class on the day an assignment is due, you should hand the assignment in early (in person or in my mailbox with prior permission). Late assignments will receive a 10% deduction from the overall grade for each day the assignment is late, including weekends.

Deadlines: Deadlines are firm. Extensions for assignments and/or exams will only be granted in cases of a documented personal emergency. All work must be completed by the end of the course or you will receive an "F" for the course.

Documented Emergencies: If you unfortunately experience a documented personal emergency (e.g., serious illness, family death) verified by the Dean's office, please e-mail me and make an appointment to visit me as soon as possible. I will work with you to help you complete the class. Without documentation from the Dean's office, late assignments will not be accepted and make-up exams will not be offered.

Missed Coursework:

Quizzes: Missed quizzes will result in a zero and there are no make-up quizzes, even for documented emergencies. Your lowest quiz grade will be dropped; however, students are strongly encouraged to take all quizzes as each one builds upon the previous one and it will be difficult to do well on later quizzes if you miss one of the earlier quizzes.

Missed Exams: There is only one exam and no make-up exam will be offered. Exceptions will only be made for students with documented emergencies verified by the Dean's office (see above).

Missed Counseling Videos: You must film your counseling videos on the days that you are assigned. If you do not show for filming on your assigned day you will receive a zero for the assignment. Exceptions will only be made for students with documented emergencies verified by the Dean's office (see above), who are encouraged to contact me as soon as possible to make special arrangements with me so the assignment can be completed.

Intellectual Property Statement: The materials shared with you during this course are authored and owned by the instructor, the department, the university, and/or the book publisher. Copyright laws must be respected in using these materials. For example, unless authorized to do so, do not share course materials with anyone outside the course.

Academic Dishonesty: Academic dishonesty, including cheating and plagiarism will not be tolerated. Cheating includes, but is not limited to, looking at others' exams or letting them look at yours, copying or giving exam answers, peeking at cheat sheets or course notes. Plagiarism includes, but is not limited to, copying the words of a fellow student or any author without citing the source, copying even short phrases from written work that you are using as a reference, and turning in papers you've gotten from the internet or other students, etc. Ideas supported by another work should be clearly cited and direct reproduction of another's writing should always be presented in quotations in APA style. I reserve the right to use the service of "Turnitin.com" for questionable material in order to determine if all or part of a student's work is from plagiarism. In addition, please note that the UD Honor Code does not permit the use of an assignment (e.g., paper) for multiple courses unless permission is granted by involved professors.

All suspected acts of plagiarism and cheating will result in: 1) a zero for the examination and/or assignment, and 2) disciplinary action will be taken, including reporting the plagiarism to the chair of the Psychology Department and the academic dean.

Office Hours: If you are having difficulty or are concerned about your progress in this course, I am here to help you. Please come see me as soon as possible, as waiting until the end of the semester will not allow me to help you fully. My office hours are also a time for you to pop-in to ask questions about careers in psychology, graduate school, or anything else that you'd like to discuss with me. You may sign up for my scheduled office hours (listed at the top of page 1) using the Google Calendar link posted on Isidore. (Please note that you must be logged into your UD Gmail account to access the calendar. If you are logged into another Gmail account and the link does not work, please log-out of the non-UD Gmail account and try the link again.) For students who have class during my scheduled office hours, I will do my best to schedule a special appointment to meet with you. Please e-mail me at least a week in advance to schedule an appointment, as it may be difficult to accommodate you with less than one week's notice.

E-mail: It may take me up to 24 hours to respond to e-mails received Monday morning through Friday afternoon (1pm). E-mails received Friday after 1pm and over the weekend may take longer but will receive a response by the following Monday at 5pm.

Accommodations: If you anticipate or experience physical or academic barriers based on disability, please contact me during the first week of class to make an appointment so that we can discuss whatever arrangements may be needed to facilitate your progress in the course. You are also welcome to contact the LTC's Office of Learning Resources (OLR) to discuss reasonable accommodations. Please contact OLR at 937-229-2066 (TTY 937-229-2059 for deaf/hard of hearing), by email at disabilityservices@udayton.edu or stop by OLR in the LTC, room 023 Roesch Library. If you have an Accommodation Letter provided by OLR, please contact me to discuss. All inquiries and discussions about accommodations will remain confidential.

On-Campus Learning Support: The University of Dayton's *Office of Learning Resources* is a free service for all students seeking to perform their best academically. They offer a variety of personalized and structured resources that help students achieve academic excellence, such as tutoring, academic coaching (test taking strategies, time management counseling, and study techniques), supplemental instruction, services for international students, and writing support. OLR is located on the ground floor of Roesch Library. If you wish to request a tutor, you must go to go.udayton.edu/tutoring and follow the given instructions. Please contact the *Office of Learning Resources* at (937) 229-2066 or learningresources@udayton.edu if you have any questions.

TENTATIVE COURSE SCHEDULE

Topics may take more or less time to cover depending on the class' understanding of various topics; thus, this course schedule is tentative. It is your responsibility to stay on top of any changes to this schedule.

R = Reading Assignment (see pp. 8-10)

Week	Date	Topics & Activities	R	Assignment Due
1	8/22	Course Introduction <i>Getting to Know You</i>		
2	8/27	Preparing and Beginning Nonverbal Communication	R	
	8/29	Videotaping #1 Group A		
3	9/3	Videotaping #1 Group B		
	9/5	The Therapeutic Alliance Film: Carl Rogers & Gloria	R	Group A: Video #1 Reflection
4	9/10	<i>Listening Activity</i>		Group B: Video #1 Reflection
	9/12	Listening <i>Clinical Practice</i>	R	
5	9/17	Asking Questions Quiz Practice	R	
	9/19	Quiz #1 <i>Clinical Practice</i>		
6	9/24	Nondirective Responding Film: Perls & Gloria	R	
	9/26	Graduate School Discussion <i>Clinical Practice</i>	R	
7	10/1	Quiz #2 <i>Clinical Practice</i>		
	10/4	Videotaping #2 Group A		Group A: Self- Assessment I
8	10/8	Videotaping #2 Group B		Group B: Self- Assessment I
	10/10	<i>Fall Break – No Class</i>		
9	10/15	Directive Responding <i>Clinical Practice</i>	R	
	10/17	Providing Feedback <i>Clinical Practice</i>		Group A: Self- Assessment II & Peer Feedback
10	10/22	Quiz #3 Overcoming Obstacles	R	Group B: Self- Assessment II & Peer Feedback
	10/24	Goal-Setting <i>Clinical Practice</i>		

11	10/29	Suicidality and Duty to Protect Film: Ellis & Gloria	R	
	10/31	Quiz #4 <i>Clinical Practice</i>		
12	11/5	Stereotypes and Diversity <i>Labeling Activity</i>	R	Diversity Experience Paper
	11/7	Professional and Ethical Issues <i>Clinical Practice</i>	R	
13	11/12	Review for Exam Diversity Experience Discussion		
	11/14	Exam		
14	11/19	<i>Clinical Practice</i>		
	11/21	<i>Clinical Practice</i>		
15	11/26	Termination <i>Clinical Practice</i>		
	11/28	<i>Thanksgiving Break – No Class</i>		
16	12/3	Videotaping #3 Group A		
	12/5	Videotaping #3 Group B		
17	12/10	<i>Exam Week: No Class</i>		Group A: Final Paper
	12/12	<i>Exam Week: No Class</i>		Group B: Final Paper

READING ASSIGNMENTS

**Recommended, but not required*

8/27: Preparing & Beginning; Nonverbal Communication

Egan, G. (2014). *The Skilled Helper* (10th Edition). Belmont: Brooks/Cole. (Chapter 3, pp. 75-80)

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Clinical Interviewing* (5th Edition). Hoboken: John Wiley & Sons, Inc. (Chapter 2, pp. 46-56)

9/5: The Therapeutic Alliance

Summers, R. E. & Barber, J. P. (2010). *Psychodynamic Psychotherapy: A Guide to Evidence-Based Practice*. New York, NY: Guilford Press. (Chapter 4: The Therapeutic Alliance, pp. 71-79; 84-89)

Yalom, I. (2002). *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York, NY: HaperCollins. (Chapter 6: Empathy: Looking out the Patient's Window)

*Goodchild, C. E., Skinner, T. C., & Parkin, T. (2005). The value of empathy in dietetic consultations: A pilot study to investigate its effects on satisfaction, autonomy, and agreement. *Journal of Human Nutrition and Dietetics*, 18(3), 181-185.

*Hall, A.M., Ferreira, P. H., Maher, C. G., Latimer, M. J., & Ferreira, M. L. (2010). The influence of the therapist-patient relationship on treatment outcome in physical rehabilitation: A systematic review. *Physical Therapy*, 90(8), 1-12.

*Renik, O. (2006). *Practical Psychoanalysis for Therapists and Patients*. New York, NY: Other Press, LLC. (Chapter 2: Symptoms and Symptom Relief)

9/12: Listening

Rollnick, S., Miller, W.R., & Butler, C.C. (2007). *Motivational Interviewing in Health Care: Helping Patients Change Behavior* (1st Edition). New York: The Guilford Press. (Chapter 5, pp. 65-77)

Groz, S. (2013). *The Examined Life: How We Lose and Find Ourselves*. New York, NY: W. W. Norton & Company, Inc. (The Gift of Pain, pp. 23-27).

9/17: Asking Questions

Rollnick, S., Miller, W.R., & Butler, C.C. (2007). *Motivational Interviewing in Health Care: Helping Patients Change Behavior* (1st Edition). New York: The Guilford Press. (Chapter 4, pp. 44-51)

9/24: Nondirective Responding

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Clinical Interviewing* (5th Edition). Hoboken: John Wiley & Sons, Inc. (Chapter 3, pp. 70-84)

Groz, S. (2013). *The Examined Life: How We Lose and Find Ourselves*. New York, NY: W. W. Norton & Company, Inc. (Through Silence, pp. 199-205)

9/26: Graduate School Discussion

Shaevitz, M.H. (2015, May 17). So you want to be a counselor/therapist? Let me tell you the different ways. *The Huffington Post*. Retrieved from http://www.huffingtonpost.com/marjorie-hansen-shaevitz/post_9154_b_6865002.html

10/15: Directive Responding

Yalom, I. (2002): *The Gift of Therapy: An Open Letter to a New Generation of Therapists and Their Patients*. New York, NY: HaperCollins. (Chapter 47: Never (Almost Never) Make Decisions for the Patient)

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Clinical Interviewing* (5th Edition). Hoboken: John Wiley & Sons, Inc. (Chapter 3, pp. 84-95)

10/22: Overcoming Obstacles

Rollnick, S., Miller, W. R., & Butler, C. C. (2007). *Motivational Interviewing in Health Care: Helping Patients Change Behavior* (1st Edition). New York: The Guilford Press. (Chapter 9)

10/29: Suicidality and Duty to Protect; Providing Feedback

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Clinical Interviewing* (5th Edition). Hoboken: John Wiley & Sons, Inc. (Chapter 9, pp. 289-303)

10/31: Stereotypes and Diversity

Sue, D., Capodilupo, C., Torino, G., Bucceri, J., Holder, A., Nadal, K., et. al. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62 (4), 271-286.

Yancy, G. (2015, Dec 24). Dear white America. *The New York Times*. Retrieved from http://opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/?smid=pl-share&_r=0

11/7: Professional and Ethical Issues

Knapp, S., Handelsman, M. M., Gottlieb, M. C., VandeCreek, L.D. (2013). The dark side of professional ethics. *Professional Psychology, Research and Practice*, 44(6), 371-377.

One of the following ethics codes is required: *Students are encouraged to read the ethics code that pertains to their field of study.*

American Dietetic Association & Commission on Dietetic Registration (2009). Code of ethics for the profession of dietetics and process for consideration of ethics issues. *Journal of the American Dietetic Association*, 109(8), 1461-1467.

American Physical Therapy Association (2010). Code of Ethics for the Physical Therapist. Alexandria, VA: American Physical Therapy Association.

American Psychological Association (2010). Ethical Principles of Psychologists and Code of Conduct Including 2010 Amendment. *Washington, D.C:* American Psychological Association.