PSY 481: Clinical Interviewing and Counseling  
Fall 2019, Stephen F. Austin State University

Class time and location:  
MW 2:30pm-3:45pm, McKibben Education Building, Room 258

Professor: Dr. Catherine Pearte, Ph.D., Department of Psychology  
McKibben Education Building, Second Floor, 215Q  
Email: peartec@sfasu.edu  
Phone: 936-468-1532  
Office hours:  
MW 12-2:30 pm or by appt

Teaching Assistant:  Maximilian Gerhold  
McKibben Education Building, Second Floor, 241  
gerholdm@jacks.sfasu.edu  
Office Hours: 1:30-2:30p

Required Text:  

Course Description:  
This course will review various interviewing and counseling theories as well as cultural and social factors impacting effective counseling techniques. Students will be introduced to a variety of interviewing and counseling techniques used in mental health settings and taught how to apply those techniques in practical settings. Students also will practice and be given feedback on newly learned interviewing and counseling skills.

Course Objectives:  
The purpose of this course is to provide students with an introduction to basic counseling/therapy skills used by mental health professionals as well as practice in these skills.

Course Policies and Expectations

Academic Integrity: Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism. Definition of Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit. Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp
Withheld Grades: Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Disputes about Course Grades:
In the event of a grade dispute, it is the student’s responsibility to prove that a grade has been calculated incorrectly. Hence, you should keep all copies of your graded assignments. Please refer to university policy: http://www.sfasu.edu/policies/academic_appeals_students.asp

Students with Disabilities: To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 / 936-468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Civility in the Classroom: You are expected to maintain a classroom environment that is conducive to learning. All students are expected to respect other students and their ideas. Disruptive, distracting, or disrespectful behavior (including but not limit to texting, emailing, or making excessive noise) will not be tolerated. Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy 10.4). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom.

Recording Lectures: Students are not permitted to record class lectures unless a student has a documented need to do so as indicated by the Office of Disability Services.

Tardiness: Coming late to class is disrupting to students as well as to the professor. Therefore, habitual tardiness will not be tolerated. If habitual tardiness proves to be a problem, the professor will issue you a verbal warning, and afterward, additional tardiness could result in the forfeiture of the day’s attendance points; however, with that being said, if instances occasionally arise when you are running late for class, it is better to arrive late than to not attend at all.

Missing Class: You should make every effort to attend class because we cover a lot of material during each class and part of your grade depends on the frequency of your attendance (see Attendance portion of the Course Requirements section). The professor does not provide copies of the lectures to students; therefore, if you miss class, it is your responsibility to get the notes and any class announcements from a classmate, not the teacher. You are held accountable for keeping up with class information whether present in class or not. To help you with this, you may want to write down some of your classmates’ contact information on the chart below.

| Name | Email address | Phone Number |
Late Assignments: **All assignments are due at the BEGINNING of class. Late assignments are not accepted.** Students are well aware of due dates in advance, and thus late assignments are not accepted. The instructor will not take electronic papers (i.e., sent via email) nor will she accept papers left in her box (unless previous arrangements have been arranged between the student and teacher). If you are not planning on being in class on the day an assignment is due, you should make arrangements with a classmate or someone else to turn in your assignment for you.

**Make-up Exams/Presentations:** If you know ahead of time that you will be absent on an exam day, please speak with the teacher and make arrangements to take the exam before the regularly scheduled exam day listed in the syllabus. On the other hand, if you are suddenly ill or have an emergency on an exam or presentation day and won’t be able to make it to class, you must meet two requirements in order to be eligible to take a make-up exam or reschedule your presentation. 1) You must inform the teacher no later than the start of class that you will be absent and state the reason for your absence. If you fail to notify her either by phone, email, or in person, before the class starts, you will not be eligible to take a make-up exam or reschedule your presentation. 2) In addition, students must have a formal, university-approved excuse. A make-up exam or presentation date will be scheduled as soon as is reasonably possible depending on the circumstances, and the formal excuse will be required at that time. If you do not bring your excuse to the make-up exam or rescheduled presentation, you forfeit your opportunity to take the make-up exam or presentation.

**Personal Problems:**
If you are experiencing some type of ongoing problem that is preventing you from attending class and/or turning in your assignments (such as depression, grieving, family members’ health problems, etc.) please talk to Dr. Pearte. She can try to work with you if she knows there are problems beforehand, but if you wait until after you’ve missed assignments she cannot help you regarding the assignments you’ve already missed. If you find yourself struggling in this class, please meet with her as soon as possible so that together you can find ways to help you do your best in this class.

Please know that, although I am steadfastly committed to protecting your privacy, school policy and (in some cases) federal law requires that I disclose information that students have shared about themselves or other students to certain administrators, who are in charge of monitoring the health and safety of students. In short, if you tell me about a personal problem of your own or of another student, I may not be able to keep the information in complete confidence.

**Campus Referrals:** Students who do not attend class regularly, who consistently perform poorly on class projects/exams, or who display emotional or behavioral problems may be referred to the iCare Early Alert Program. This program alerts school officials of student problems and subsequently students are sought out by a school official with recommendations for resources or other assistance in order to help the student succeed.

**Policies Not Discussed Elsewhere:**
1. Cell phones, i-phones, and similar devices: Do not look at, listen to, or use cell phones or other electronic devices (including wired and wireless headphones) during class unless I direct you to do so. Turn ringtones and vibration alerts off during class. Put the phones or electronic devices away entirely to the extent that the screen is not visible during class. If you have an emergency or have some other extenuating circumstance that requires that you attend to an electronic device during class, please see me at the start of an individual class, if there is an acute reason, or at the start of the semester, if there is a chronic reason. If your phone or device goes off during an exam, you will risk receiving a 0 on that exam regardless of excuses or circumstances. In order to avoid this consequence, put your device into airplane mode or turn it off entirely.

2. Laptop computers: Do not bring laptops to class. Research has demonstrated that the use of a laptop in class is distracting to all students surrounding the individual and negatively affects their performance. Similarly, the use of a laptop presents the urge to engage in non-course related activities (e.g., using social networking sites, etc.).

3. While I welcome your comments and questions during class, please limit self-disclosure of personal information (your own or anyone else’s) during class discussion as this type of participation in class discussion can be associated with an adverse effect on yourself and others. If you are not sure if you should share a piece of personal information, email me and ask.

4. During exams, you are required to remain in the classroom unless you have submitted your completed exam or have received permission from Dr. Pearte or the Teaching Assistant.

5. As Instructor, I reserve the right to drop students for inappropriate behavior.

6. The course outline that follows is subject to change based on students’ level of comprehension, mastery of material presented, and/or extraneous circumstances.

7. Should you require any additional information, reference books, or simply in doubt, feel free to contact me.

**Course Requirements**

*Attendance and Participation (60 points):* Attending all classes is vital to your understanding of the elements of the course. You will be expected to come prepared to class, participate in class discussions, respond to questions, and make constructive comments. Being absent is no excuse for missing deadlines. Class attendance will be taken daily. Your presence in class is essential for the understanding of the material and participation in class discussions. I realize that students get sick from time to time and cannot attend class; do not come to class when you are ill. Use the time to visit the campus health clinic. Obtain a note, photograph it, and email it to Dr. Pearte and the GA for this course. Your absence will be excused if you follow these steps. Apart from illness-related excuses, I afford each student one excused absence per semester. Credit for this excused absence will be allocated at the end of the semester.

*Exams (100 points each):* The course will have three multiple choice and short answer exams. The exams will cover material from the required text, supplemental readings, and lectures. *Everyone* is expected to take each exam on the scheduled day of the exam. **Studying for Exams and Getting Help:** Exams will cover material from lecture (including videos), the required text, and supplemental readings. Questions on the exam will require demonstration of knowledge of terms and topics as well as a deeper understanding of the client-clinician relationship. To do well in this class, you will need to complete all of the required readings and attend class. This class will cover a lot of material so it is imperative that you contact me as soon as possible if you feel that you are having difficulty. You are encouraged to email me with specific questions and/or contact me to set up a meeting time.
Journal Entries (100 points): Ten journal entry topics will be provided and worth 10 points each. Journals should be turned in via a Dropbox in d2l that will be set up for that purpose in advance of the due date. Journal entries should be 1-2 paragraphs in length (12-pt., Times New Roman font).

Practice Video (50 points each): During this course, you will be asked to complete two practice videotapes with a partner selected by you in class (please keep the same partner for both exercises). To complete this assignment, you will have to have a video recording device that either allows footage to be uploaded to a youtube channel or to be saved to a USB. Most students use their phone or laptops to record; no special equipment is required. For each exercise, you will be asked to conduct a brief interview (about 10 minutes) in which you practice specific skills. You will need to provide a working link or media on which you recorded your session to the instructor by the due date. Submitted materials must function correctly in order to receive credit. Last, each person is required to submit a one-page response paper describing your reaction to each exercise. The response paper should be a word document, which you will submit via a dropbox in designated for that purpose in d2l.

Video #1: For the first exercise, you will be practicing your reflective listening skills. As an interviewer, explain the limits of confidentiality to your “client”/partner. Then, inquire about a recent positive event that occurred recently to your client. Finally, inquire about a recent difficult event that occurred recently to your client. Practice your reflective listening by paraphrasing and responding to their feeling and meaning.

Video #2: For the second exercise, you will be practicing your exploration, elaboration, and interpretation skills. As an interviewer, inquire with your “client” about a recent frustrating event. Find out about the event and try to determine the meaning of the event for your “client” using skills described in your text book.

Grading Procedures:
Final grades will be calculated according to the following scale:

A = 90%+ of total points
B = 80-89% of total points
C = 70-79% of total points
D = 60-69% of total points
F = less than 60% of total points

Course Justification: PSY 481 (4323) “Clinical Interviewing and Counseling” (3 credits) is designed to introduce students to clinical interviewing and counseling by covering various interviewing and counselling theories as well as cultural and social factors impacting effective counseling techniques. The course typically meets 150 minutes a week in two 75-minute segments or three 50-minute segments for 15 weeks, and also meets for a 2-hour final examination period. Students have significant weekly reading assignments, are expected to take regular tests, and a final examination. In addition, students will engage in writing 10 journal entries and complete two practice videos with a student partner in which they conduct brief interviews practicing specific interview skills and write response papers. These activities average at a minimum 6 hours of work each week to prepare outside of classroom hours.
Approximate Course and Assignment Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics, Assignments, and Exams</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/26; 8/28; 8/30</td>
<td>Introduction/Syllabus/Course Requirements</td>
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<tr>
<td>9/2; 9/4; 9/6</td>
<td>Becoming a Professional</td>
<td>Chapter 1</td>
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<tr>
<td>9/9; 9/11; 9/13</td>
<td>Responsible Practice: Difference and Diversity, Values, and Ethics</td>
<td>Chapter 2</td>
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<tr>
<td>9/16; 9/18; 9/20</td>
<td>Getting Started</td>
<td>Chapter 3</td>
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<tr>
<td>9/23; 9/25; 9/27</td>
<td>Attending and Listening</td>
<td>Chapter 4</td>
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<tr>
<td>9/30</td>
<td><strong>Exam 1: Chapters 1-4 Video 1 Due</strong></td>
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<tr>
<td>10/2; 10/4; 10/7</td>
<td>Support and Empathy: A Sustained Presence</td>
<td>Chapter 5</td>
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<td>10/9; 10/11; 10/14</td>
<td>Exploration and Elaboration</td>
<td>Chapter 6</td>
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<td>10/16; 10/18; 10/21</td>
<td>Assessment, Formulation, and Goal-Setting</td>
<td>Chapter 7</td>
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<td>10/23; 10/25; 10/28</td>
<td>Planning for and Evaluating Change</td>
<td>Chapter 8</td>
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<tr>
<td>10/30</td>
<td><strong>Exam 2: Chapters 5-8 Tape 2 Due</strong></td>
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<td>11/1</td>
<td>Gaining New Perspective: Helping Clients Feel and See Things Differently</td>
<td>Chapter 9</td>
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<tr>
<td>11/4; 11/6; 11/8</td>
<td>Changing Behaviors: Helping Clients Do Things Differently</td>
<td>Chapter 10</td>
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<td>11/11; 11/13; 11/15</td>
<td>Working with People in Crisis</td>
<td>Chapter 11</td>
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<td>11/18; 11/20; 11/22</td>
<td>The Clinical Relationships: Issues and Dynamics</td>
<td>Chapter 12</td>
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<tr>
<td>12/2; 12/4; 12/6</td>
<td>The Clinical Relationship: Addressing Self-Disclosure and Other Boundary Issues</td>
<td>Chapter 13</td>
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<tr>
<td>12/13 @ 10:45am-1:15pm</td>
<td><strong>Exam 3 Chapters 9-13</strong></td>
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**The above timeline of assigned readings and topics is subject to change as necessary to better address the needs and interests of the class. Students will be notified prior to any changes**

Journal Entries

Please answer the following journal entries in 1 to 2 paragraphs. Responses may be typed or handwritten (as long as they are legible). Journals are due by the start of class on the last day of class (12/6/19).
1. What is your ethnic identity? What characteristics do you have that are visible to others? How might those characteristics influence a client’s attitude toward you?

2. Are there any groups of people that you foresee yourself having trouble working with? If so, why? Are there any groups of people that you could not work with at all? If so, what groups, and why?

3. To what theoretical model (e.g., cognitive, behavioral, cognitive-behavioral, psychodynamic, interpersonal, family systems, etc.) do you prescribe? How will this specific model influence the way that you interact with your clients?

4. How do you feel about giving a client a DSM diagnosis? What are the benefits of diagnosing a client? What are some of the downfalls of diagnosing a client?

5. After practicing your interviewing skills with a partner, what are some of the challenges that you faced that you did not expect? Were there any aspects of the interviewing process that were easier than you had expected?

6. Describe a time when you found that your personal values were challenged. Describe what happened. Did you change your values? What did you learn about yourself and others from this experience?

7. Describe a time when someone really seemed to empathize with you, or understand what you were feeling. What did they do to show you their empathy? How do you think that person knew so much about what you were feeling? How did their empathy make you feel?

8. Describe a time when someone asked you a difficult or uncomfortable question. How did you handle the situation/how did you respond? How did you feel? Why do you think that person asked you that question?

9. Describe a time when a friend raised a personal matter that he or she seemed uncomfortable discussing. How did you encourage that person to talk with you? What did you learn about yourself from the experience?

10. Are there any circumstances in which you personally would feel the need to terminate with a client? Discuss those circumstances and the Pros and Cons associated with terminating early.