

PSYCHOLOGY 381 PSYCHOLOGY OF INTERVIEWING

Fall 2016. 3 credit hours. Prerequisite(s): PSCH 210 or PSCH 231 or PSCH 312; and a grade of C or better in PSCH 242.

Section: 27234: Tues. and Thur 11:00-12:15, 207 Taft Hall

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Blackboard link

https://uic.blackboard.com/webapps/blackboard/execute/courseMain?course_id=110916
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Course Description, Goals, and Objectives Course Description, Goals, and Objectives

Psychological interviewing skills are necessary for successful fieldwork, graduate work in applied settings and employment in psychological and research settings. In this course you/they will experience a unique blend of both academic and experiential learning. By the end of class you/they will understand the best practices of interviewing, have the skills to conduct interviews and have substantial cultural competencies in tailoring your/their skills to work with different people and in different professional settings. These skills are so critical to success that you/they will be prepared for careers not only in psychology but in many other fields. Students grow both personally and professionally in this course and are prepared to take their interviewing knowledge to interviews in survey research, marketing research, employment, training, counseling, clinical health care, education and forensic settings.

The goal of the course is to introduce you/they to the theory and practice of psychological interviews as well as provide you/they with the necessary training for conducting interviews. During the initial part of the course you/they will acquire substantive knowledge and background on interviewing through reading, class discussions, role plays and lecture. You/they will learn how the basic interviewing skills are applied to many

community internship settings including clinical, counseling, community, health care, education, forensic and business settings. You/they will need to complete your readings prior to class to be prepared for discussions. Your/their understanding of the basic principles and practice will be assessed by an essay midterm exam and observation of class discussion.

You/they will also acquire the basic interviewing skills in class through demonstrations, role-plays and exercises. Class members practice their interview skills listening to one another in a safe and nonjudgmental atmosphere. You/they will also acquire the basic interviewing skills in class through demonstrations, observation, videos and role-plays. Once you/they have demonstrated mastery of the basic skills of interviewing by 1) passing the midterm test, and 2) reaching a minimum criterion of demonstrated skill in role-plays, you/they will progress to conduct practice interviews. Basic interviewing skills will be assessed by observation and feedback during role plays and written interview responses on the essay midterm exam. It is important to have a skill set before you/they work with others so you will be supported in practice and remediation until you reach a level to feel confident with your listening skills.

Training in cultural competence will be conducted in a discussion setting where the class listeners will practice and utilize their interviewing skills while listening to peer presenters. When you/they are the student presenter you/they will select a culture you identify with in order to examine: norms, the difference between norms and stereotypes, identify and work on personal biases that may affect professional work. As a class we will discuss cultural tailoring of interview skills for each presented culture. We will adopt the co-learner role with one another and listen and handle any conflict with respect. For our cross-cultural work, there are four books on reserve that you/they may use to select a source or you/they may also select other articles (with instructor approval to insure you have a substantial source). Presentations are not restricted to ethnicity but may examine social economic status, LGBTQAI identity or any other identity that professionals may identify with as long as an academic source on norms is available to support your presentation. You/they are not required to read all of nor are you/they restricted to the sources on reserve; these books are reserved to help you get started with your search.

Practice interview will consist of conducting three interviews: interviews with both a male and a female interviewee volunteer, recruited by classmates. You/they will interview one person once, and the other person twice for a total of three 45 minute interviews. Interviewees volunteer for this experience and are recruited by all class members recruiting from the community, e.g., friends and family. To preserve confidentiality and avoid dual roles you/they may not interview someone that you recruit or who is known to you/they and no details of interviews will be discussed in class, only general errors that are made by several interviewers as corrective feedback for everyone.

You/they will also prepare reports on each of your two interviewees in order to learn how to prepare the professional summaries of interviews that are used in the field. The format for reports is handed out in class and posted on the class website.

Required Texts

Your/their required text is “Clinical Interviewing” by John and Rita Sommers-Flanagan, which was published by Wiley (5th Edition) in 2015.

Recommended (Optional) Texts or Other Materials

The optional materials for cultural training are available on Course Reserves in two different manners. You/they may check out the books at the UIC Daley Library Course Reserve desk for two hours or you may access these materials online as e-books. Supplemental chapter on African American culture are posted on blackboard.

DO NOT TRY TO DOWNLOAD AN ENTIRE BOOK YOU WILL SHUT DOWN THE BOOK FOR 14 DAYS AND THIS WILL NEGATIVELY IMPACT EVERYONE
DOWNLOAD BY CHAPTERS

Two of these books have only 3 simultaneous users (*Microaggressions in Everyday Life and Ethnicity and Family Therapy*). I would advise students not to download the entire book, as this option locks down one copy of the book for 14 days. Use the chapter download function, then you can download a pdf of an individual chapter, which does not block access to the book. The only caveat is if several people are linking to it at the same time, which would temporarily block access, in which case they should be able to get into it later in the day. To download chapters, students will have to create a free Ebrary account. Please let me know if you have any questions about this. I've included the books and number of users below, in case that also makes it easier to report your glitch to the Ebrary support form.

Links to the books:

[Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation](#) (3 copies)

[Ethnicity and family therapy](#) (3 copies)

[Race Talk and the Conspiracy of Silence: Understanding and Facilitating Difficult Dialogues on Race](#) (unlimited access)

To create an eEbrary account to download a book CHAPTER use these instructions:

1. Go to the library homepage at the UIC website and select Databases A-Z
2. Click on E and choose Ebrary E-Books (from off-campus, you will be prompted to login with your UIC netid and password unless you're already logged in to email, or another UIC service such as Blackboard)
3. Click "Sign In" on upper right-hand corner and then "Create Account"

Or students can find the option to sign in and create an account by clicking on one of the links to the specific books, after which they'll see options to sign in and create an account if they try to download a chapter or use any other special features.

COURSE REQUIREMENTS, METHODS OF EVALUATION, & GRADING POLICIES

The course grade will be determined by:

Essay Midterm Exams (graded without names) 30%

Interviewing Skills (feedback rubric posted on blackboard) 25%

Two written interview reports (rubric posted on blackboard) 20%

Participation in discussions, Role-plays, and Receptiveness to Supervision 25%

Graded by attendance, instructor observation and feedback on interview skills form.

Midterm Grades

Students with a grade below a C are allowed a retake exam. If you do not reach a grade of C and want feedback you may meet with me or the TA to discuss grading and to receive support to raise your grade. Any student scoring below a “C” will be allowed to take a second midterm exam that will be graded to a maximum of “C.”

There are many campus resources to support your work in this class. Check out the Tip Sheet and the Campus Resources.

<http://advising.uic.edu/>

GRIEVANCE PROCEDURES

UIC is committed to the most fundamental principles of academic freedom, equality of opportunity, and human dignity involving students and employees. Freedom from discrimination is a foundation for all decision making at UIC. Students are encouraged to study the University's “[Nondiscrimination Statement](#)”. Students are also urged to read the document “[Public Formal Grievance Procedures](#)”. Information on these policies and

procedures is available on the University web pages of the Office of Access and Equity:
<http://oae.uic.edu/>.

CALENDAR OF MAJOR COURSE EVENTS AND DEADLINES

Course Reading Schedule and Topics

Week	Chapters from text
1	Chapter: 1, Professional Development and culture readings (reserve)
2	Chapters: 2,3 Basic Skills
3	Chapters: 3,4,5 Advanced Empathy
4	Cultural Awareness Training
5	Cultural Awareness Training
6	Chapter: 9
7	Chapters: 11,12
8	Chapter: 6 Practice,Practice Prepare for Interviews.
9	Course Review and Midterm Thursday
10	Class will meet once this week on Tuesday, the other class time will be spent on Practice Interviews on H & Fin 2037 BSB
11	Class will meet once this week on Tuesday, the other class time will be spent on Practice Interviews on H & F in 2037 BSB
12	Class will meet once this week on Tuesday, the other class time will be spent on Practice Interviews on H & F in 2037 BSB
13	Chapter: 7 (8 skim) and Writing Reports (Save time to complete late/no show interviews if necessary, TA will make time available to observe these days.)
14	Chapters 13,14: Interviewing Couples, Families and Children

COURSE POLICIES

Professionalism, Confidentiality and Attendance are so critical to this course that you will sign a Student Informed Consent Form on the first day of class providing more details on the policy below.

Attendance Policy

Attendance is critical in an experiential class and each missed class will lose one point.

Policy for Missed or Late Work

*Missing class, exams or interviews requires prior notice by both e-mail and telephone. Late work will be deducted 2 points per day. Students who miss an interview and do not provide prior notice will **not** be allowed to schedule a make up interview.*

Electronic Communication

*I will answer all e-mails within a day and within a few hours during the work days. Generally, I prefer e-mail over phone calls so we can keep track of our discussions. However, please note that e-mail is not confidential and confidential questions about the content of interviews including interview reports may **not** be sent through e-mail. For those conversations please stop in my office or call. Blackboard provides a secure platform for keeping your journal entries confidential.*

Revision Policy

Students may retake the Midterm exam once to raise their grade to a "C."

Student Courtesy Policy

Professionalism and Confidentiality are detailed on the signed Student Informed Consent Form. Electronics such as phones and laptops may not be used in class unless to take notes and no recordings are allowed unless approved by the Disabilities Resource Center and the instructor. Student caregivers of children, elders and others may monitor silent phones with prior consent of the instructor.

As an academic community, UIC is committed to providing an environment in which research, learning, and scholarship can flourish and in which all endeavors are guided by

academic and professional integrity. All members of the campus community—students, staff, faculty, and administrators—share the responsibility of insuring that these standards are upheld so that such an environment exists. Instances of academic misconduct by students will be handled pursuant to the Student Disciplinary Policy:

<http://dos.uic.edu/docs/Student%20Disciplinary%20Policy.pdf>

No form of academic dishonesty will be tolerated. This includes, but is not limited to: (a) copying the words of a fellow student or of any other author in your written work, (b) cheating on an exam by using any form of unauthorized written notes or articles or by using information from another student, (c) telling the professor that your dog ate your homework when he didn't, etc. Without exception, students who cheat in any way on any assignment will receive an automatic "F" for the course and they will be the subject of formal judicial charges (see UIC Student Disciplinary Handbook for details).

Accommodations will be made for students registered with the UIC Office of Disabilities.

If you have a disability, I will provide all accommodations that you require if possible. Please contact the Office of Disability Services and they will give me a confidential letter detailing the accommodations that you require and I will insure that they are provided to you in a confidential and sensitive manner.

The University of Illinois at Chicago is committed to maintaining a barrier-free environment so that students with disabilities can fully access programs, courses, services, and activities at UIC. Students with disabilities who require accommodations for access to and/or participation in this course are welcome, but must be registered with the Disability Resource Center (DRC). You may contact DRC at 312-413-2183 (v) or 773-649-4535 (VP/Relay) and consult the following:

<http://drc.uic.edu/guide-to-accommodations>.

COURSE EVALUATIONS:

Because student ratings of instructors and courses provide very important feedback to instructors and are also used by administrators in evaluating instructors, it is extremely important for students to complete confidential course evaluations online known as the Campus Program for Student Evaluation of Teaching evaluation. You will receive an email from the Office of Faculty Affairs inviting you to complete your course evaluations and will receive an email confirmation when you have completed each one.

For more information, please refer to the UIC Course Evaluation Handbook:

<https://faculty.uic.edu/course-evaluations/>

UIC RESOURCES

If you find yourself having difficulty with the course material or any other difficulties in your student life, don't hesitate to ask for help! Come to me, or if it is about an issue beyond this class, please contact your college advisors, or get help from any number of other support services on campus. It is not unusual when taking a course where you are working on your personal skill acquisition to have personal feelings come up and the Counseling Center is a great resource for you as are all of the student centers.

The Writing Center, located in Grant Hall 105, offers one-on-one consultation with student writers who need help developing ideas, or need advice, guidance or additional instruction on any aspects of writing in any class. Tutors are prepared to spend fifty minutes per appointment, and there is no limit to the number of tutoring sessions you can have each semester. Make an appointment and be on time! Bring the paper on which you're working, as well as any related drafts or notes, and information about the assignment. For an appointment, call the Writing Center at (312) 413-2206, or stop by room 105 of Grant Hall. Visit the Writing Center website at www.uic.edu/depts/engl/writing for more information. Remember, Interview Reports are CONFIDENTIAL, so most of what you write will not be something you can take to this center. Rather you can meet with myself and your TA.

The UIC Library

The library is located both on east and west campus, provides access to resources, study rooms, and research support both online via chat and in person. At Daley Library on the east side of campus, stop by the reference desk in the IDEA Commons, or make an appointment for research help on either side of campus. Learn more about library policies at <http://library.uic.edu/>. To find research materials in specific subject areas view the Research Guides at <http://researchguides.uic.edu/>.

Public Computer Labs

These labs are available throughout campus where you may write and/or print out your work. For a list of labs and the hours they're open, go to www.accc.uic.edu/pclabs. NOTE: Do not wait until the last minute to print out papers. Sometimes labs have long lines of students waiting for access.

The Academic Center for Excellence can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Phone: (312) 413-0031.

Counseling Services are available for all UIC students. You may seek free and confidential services from the Counseling Center www.counseling.uic.edu. The Counseling Center is located

in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also operates the InTouch Crisis Hotline from 6:00 p.m.-10:30 p.m. They offer support and referrals to callers, as well as telephone crisis interventions; please call (312) 996-5535.

Students also find support at one of the many student centers:

African American Academic Network

African American Cultural Center

Asian American Resource and Cultural Center

Disability Resource Center

Gender and Sexuality Center

Latin American Recruitment and Educational Services program (LARES)

Latino Cultural Center (LCC)

Women's Leadership and Resource Center (WLRC)

Native American Support Program

Student Veteran Affairs

TRIO Student Support Services Program (SSS)

Wellness Center

Campus Advocacy Network

Under the Title IX law you have the right to an education that is free from any form of gender-based violence and discrimination. Crimes of sexual assault, domestic violence, sexual harassment, and stalking are against the law and can be prevented. For more information or for confidential victim-services and advocacy contact UIC's Campus Advocacy Network at 312-413-1025 or visit <http://can.uic.edu/>. To make a report to UIC's Title IX office, contact Rebecca Gordon, EdD at TitleIX@uic.edu or (312) 996-5657.

CAMPUS SECURITY

As a UIC student, you've chosen to live in one of the nation's largest cities. But, as at any university, crime is a reality. At UIC, we are strongly committed to our public safety programs, and we encourage students to be proactive in learning what programs and services are available in case of an emergency. You are **DISCOURAGED** from staying in university buildings alone, including lab rooms, after hours and are **ENCOURAGED** to use the POLICE/STUDENT patrol escort if you are uncomfortable traveling anywhere on campus. You may request an escort to

accompany you to your campus destination on foot by calling 312-996-2830, and between 11:00 pm and 7:00 am you can dial the Red Car service (312-996-6800) if you are alone and need to leave the building. Through Red Car, the university has established a safe evening transportation service for university employees, students, visitors, and other authorized individuals. The car travels between university facilities within the following general boundaries: Clinton Street on the east; Western Avenue on the west; Jackson Boulevard on the north; and, 16th on the south. This service is available only to individuals possessing a valid UIC i-card. The i-card is required to ensure the safety of the driver and other passengers. Consult the following for more information: <http://www.uic.edu/uic/studentlife/campus/safety.shtml>

Also you can subscribe your cell phone to receive text message alerts. An immediate SMS text alert will be sent in case of a serious crime in progress, a weather emergency, or other urgent situation. (<http://sms.accc.uic.edu>). Finally, by dialing 5-5555 from a campus phone, you can summon Police or Fire for any on-campus emergency. You may also set up the complete number, 1-312-355-5555, on speed-dial on your cell phone. For more information contact:

<http://www.uic.edu/uic/studentlife/campus/emergency-information.shtml>

RELIGIOUS HOLIDAYS

Students who wish to observe their religious holidays shall notify the faculty member by the tenth day of the semester of the date when they will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, the student shall notify the faculty member at least five days in advance of the date when he/she will be absent. The faculty member shall make every reasonable effort to honor the request, not penalize the student for missing the class, and if an examination or project is due during the absence, give the student an exam or assignment equivalent to the one completed by those students in attendance. If the student feels aggrieved, he/she may request remedy through the campus grievance procedure.

<http://oae.uic.edu/docs/ReligiousHolidaysFY20152017.pdf>