

PSYCHOLOGY OF INTERVIEWING

PSCH 381 (14705) | Spring Semester 2016 | Syllabus v1

Instructor:	Donald Tyler, Ph.D.	Office:	BSB 2056C
Location:	TH 117	Hours:	Tuesdays: 2:00-3:00
Day:	Tuesdays & Thursdays	Phone:	(312) 996-1611
Time:	3:30pm – 4:45pm	E-mail:	dhtyler@uic.edu

Teaching Assistant: Erika Gustafson (gustafs6@uic.edu)

The TA will be responsible for assisting with interviewing skills practice, observing interviews and providing guidance and feedback, as well grading exams, papers, and other assignments.

Prerequisites

PSCH 210 or PSCH 231 or PSCH 312; and a grade of C or better in PSCH 242.

Required Textbook

Sommers-Flanagan, J. & Sommers-Flanagan, R. (2015). *Clinical Interviewing* (5th ed.)

Course Description

This is an experiential course designed to introduce you to the theory, research, and practice of conducting psychological interviews. Through reading, class discussions and some lecture you will acquire substantive knowledge and background on interviewing. By way of observation, role play, enactment, and constructive feedback you will develop the basic micro-counseling skills crucial to interviewing, counseling, and psychotherapy processes. To prepare you for service in a world of diverse human experiences, needs, and understandings, you will consider and explore multicultural knowledge and sensitivity, develop skills in intake interviewing, suicide assessment, and crisis management, and focus briefly on the application of interviewing skills to child, adolescent, and couple/family work.

Course Requirements

- I. Participation
- II. Two Exams
- III. Two Practice Interviews & Reports

I. Participation

Participation in course activities is essential to learning and skill development in this course. Students are expected to attend class, read the assigned text chapters (and other material as indicated) before each class, participate in experiential exercises, engage in interview skills training, complete self-evaluations, conduct interviews, be receptive to constructive feedback, and complete written assignments. Students will be evaluated based on the extent to which they meet these expectations, with the written products of in-class work being the primary source of grading.

II. Exams

Two exams will be given to evaluate student acquisition of knowledge at the midpoint and end of the term respectively. Exam 1 will cover material from chapters 1 through 6, plus chapter 9 of the text. It will focus on the basic skills of interviewing, the interview process, suicide assessment and crisis management. Students are expected to demonstrate proficiency in these basic skills before conducting interviews. Accordingly, students may be required to re-take Exam 1 if adequate proficiency has not been demonstrated. Exam 2 will cover material from chapters 11, 13 and 14. It will focus on use of interviewing skills with special populations (i.e. children, adolescents, couples, families, and diverse groups). Additional information about each exam will be provided to focus student preparation for the exams.

III. Practice Interviews and Reports

Each student is required to conduct four practice interviews: Two individual interviews with two adults (preferably one male and one female). Two of the interviews will be with a classmate; thus, each student is required to serve as an interviewee for two practice interviews. Two interviews will be with a volunteer. Each student is expected to recruit one person to volunteer to participate as an interviewee. Students will receive written feedback from the course instructor and/or TA following each interview performance in order to promote skill development. Students will also be provided with a video recording of at least two of the practice interviews (with the volunteer). If video recording is not used with the other two practice interviews (with a classmate), students will be required to audio record the two interviews. The DVD and/or audio recordings are to be used as a homework assignment to aid in self-assessment and further cultivate interviewing skills. After completing the interviews, each student is required to write an Interview Report about each person interviewed. The reports will include information gathered from the interview as well as the student's reflections on the experience. The information gathered will be presented in the form of a psychosocial assessment, similar to reports written regularly in professional psychology. More specific guidelines regarding the interviews, feedback, self-assessment, and reports will be posted on Blackboard

Grading

	Points*		
Participation	= 60	A:	93 – 100%
Exam 1	= 80	B:	83 – 92%
Exam 2	= 60	C:	73 – 82%
Interview Report 1	= 80	D:	63 – 72%
<u>Interview Report 2</u>	<u>= 80</u>	F:	0 – 62%
TOTAL	= 360		

*The number of points per assignment may be adjusted if one or more assignments are revised.

Classroom Expectations and Course Policies

1. Entering & Leaving Class: Make every effort to be on time for class. If you do arrive late, please enter in a way which minimally disrupts the classroom environment (such as sitting in back). Students are expected to remain in class until dismissed. Early departure may be acceptable for legitimate reasons that are discussed with the instructor in advance.
2. Electronic Devices: Students are expected to devote their full attention to class activities. Cell phones and other communication or electronic devices should be turned off or set to silent mode and should not be used in class. Completion of work for other courses or involvement in social media during class time is strictly prohibited. Accordingly—with the exception of note-taking—use of laptops, netbooks, or tablets during class time is prohibited. Exceptions to this rule may be made for compelling educational reasons and must be approved in advance by the instructor.
3. Open-Mindedness and Respect: Come to class with an open mind and be willing to listen to alternative viewpoints and perspectives. Students are asked to respect diverse points of view and understand that each person's background and life experiences have shaped who they are today. Religious, moral, or political perspectives are welcome when appropriate, but speech which demeans or oppresses other individuals, or actions that disrupt the classroom will not be tolerated. Students who violate this policy may be asked to leave the classroom and the instructor will contact the appropriate officials in accord with university policy.
4. Clinical & Counseling Resources: It is not unusual for topics covered in psychology courses to elicit unexpected issues for students. If you feel you, or someone you know, needs counseling, please contact the Counseling Center at (312) 996-3490. All services are free and completely confidential. In addition, the Office of Applied Psychological Services (OAPS) is an on-campus clinic that offers mental health services based on a sliding scale. Call (312) 996-2540 to make an appointment. UIC also offers an InTouch Crisis Hotline that is available every evening from 6:00pm to 10:30pm. The number to call is (312) 996-5535.
5. Students with Disabilities: Appropriate accommodations are available for students who have a documented disability. Please notify the instructor during the first week of class of any accommodations needed for the course. Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312/413-2103 (voice) or 312/413-0123 (TTY).
6. Academic Integrity: Cheating, plagiarism, fabrication, or other violations of the UIC Guidelines Regarding Academic Integrity will be addressed in accord with the policy's stipulations. Students who engage in academic misconduct will receive a grade of zero on each assignment or exam implicated and possibly a grade of "F" for the course. Furthermore, students will be subject to disciplinary actions by university officials and/or civil authorities. Refer to section 6.6 the student handbook (www.uic.edu/depts/oa/SMAAPP/guide.pdf) for specific rules regarding these matters.
7. Late Assignments: Assignments submitted after the due date will be accepted but points will be deducted each day past the deadline. Late assignments may be accepted without penalty in the event of personal illness that requires immediate medical attention, in instances of death/serious illness of a close family member, or for other valid events (i.e. religious holy days, participation in NCAA team events) that reasonably interfere with timely submission of work. *The instructor should be notified in advance or as soon as possible and appropriate documentation must be provided in all circumstances.*

8. SafeAssign & Blackboard: Part of the process of submitting assignments on Blackboard involves checking to see if your assignment has been successfully uploaded into the SafeAssign system. *Students are responsible for ensuring that their assignments have been uploaded correctly.* This can be done by checking in SafeAssign and also in the Gradebook, where an icon with a green exclamation mark will appear in place of the grade for the assignment until a grade is entered. 

If the green exclamation mark is not present in the Gradebook for that assignment, your paper has not been submitted and Blackboard will not have a record of your assignment. If other attempts to submit the assignment are unsuccessful, you must email the instructor and your TA, with your assignment as an attachment, as soon as possible. Late penalties will apply for assignments that were unsuccessfully uploaded onto Blackboard and were submitted late via email.

9. Grades: *Grades are earned*, not given. As such, grades will not be arbitrarily raised for any reason. If, for one reason or another, you absolutely must have an 'A' or other grade in this course, make sure you put start the semester by putting forth the required effort to earn an 'A' or other grade and be sure you continue with that effort until the term ends. This includes reading the text, studying the material well in advance of exams, and asking questions when you don't understand something. If you are having difficulties, make an appointment to meet with the instructor.
10. Syllabus and Course Changes: The syllabus may be modified at any time to meet the objectives of the course or accommodate the needs of students. This may include change in the order of events, alteration of requirements, or adjustment of grading procedures. In the event that such changes are necessary, students will be notified right away and a revised syllabus will be posted on Blackboard.

COURSE SCHEDULE

WEEK	DAY	TOPICS, ACTIVITIES, and ASSIGNMENTS DUE	READINGS
1	1/12 1/14	Introduction	Chapter 1
2	1/19 1/21	Foundations & Preparations	Chapter 2
3	1/26 1/28	Basic Skills	Chapter 3
4	2/2 2/4	Directives & Relationships	Chapters 4 & 5
5	2/9	Diversity & Multicultural Issues	Chapter 11
6	2/11 2/16 2/18	Cultural Training & basic skills practice	
7	2/23	The Interview Process	Chapter 6
	2/25	Suicide Assessment/Crisis Intervention	Chapter 9
8	3/1		
	3/3	Review for Exam 1	
9	3/8	Exam 1	
	3/10	Intake Interviewing & Report Writing	Chapter 7
10	3/15 3/17	Report Writing & Lab visit	
11	3/22 3/24	No class (Spring Break)	
12	3/29	Interviews on 3/28 & 3/30^	
	3/31	(No class on 3/29 or 3/31)	
13	4/5	Interviews on 4/4 & 4/6^	
	4/7	(No class on 4/5 or 4/7)	
14	4/12	Interviews on 4/12 & 4/14^	
	4/14	(No class on 4/12 or 4/14)	
15	4/19	Interviews on 4/19 & 4/21^	
	4/21	(No class on 4/19 or 4/21)	
16	4/26	Interviewing Children & Adolescents, Couples & Families	Chapter 13 & 14
	4/28	Review for Exam 2; Interview Reports due	
Finals	5/2-6	Exam 2 (Friday 1:00-3:00);	
^Report to the lab (BSB 2037) on your assigned interview day and time			