

SYLLABUS FOR PSYCHOLOGY 381

**Section 27267: Tues. and Thur. 2:00-3:15 in Blackboard Collaborate**

**Section 27537: Tues. and Thur. 3:30-4:45 in Blackboard Collaborate**

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

Blackboard link: <https://uic.blackboard.com/>

*Kathryn L. Engel*

Contact: 1056A BSB

312-413-0456

[engel@uic.edu](mailto:engel@uic.edu)

*Student drop-in hours: In professor's personal Zoom Room, every Thursday 11-1 and by appointment. Link can be found below:*

<https://uic.zoom.us/j/3356578077?pwd=WW9sMjB0S3dKRDdneHJ0eXFIV0pZZz09>

Meeting ID: 335 657 8077

Passcode: 837599PAR\*

One tap mobile

+13126266799,,3356578077#,,,,,0#,,461650# US (Chicago)

+16468769923,,3356578077#,,,,,0#,,461650# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 876 9923 US (New York)

+1 301 715 8592 US (Germantown)

+1 669 900 6833 US (San Jose)

+1 253 215 8782 US (Tacoma)

+1 346 248 7799 US (Houston)

+1 408 638 0968 US (San Jose)

Meeting ID: 335 657 8077

Passcode: 461650

Find your local number: <https://uic.zoom.us/j/3356578077?pwd=WW9sMjB0S3dKRDdneHJ0eXFIV0pZZz09>

Join by SIP

[3356578077@zoomcrc.com](mailto:3356578077@zoomcrc.com)

Join by H.323

162.255.37.11 (US West)

162.255.36.11 (US East)

221.122.88.195 (China)

115.114.131.7 (India Mumbai)

115.114.115.7 (India Hyderabad)

213.19.144.110 (Amsterdam Netherlands)

213.244.140.110 (Germany)

103.122.166.55 (Australia)  
209.9.211.110 (Hong Kong SAR)  
64.211.144.160 (Brazil)  
69.174.57.160 (Canada)  
207.226.132.110 (Japan)  
Meeting ID: 335 657 8077  
Passcode: 461650

### TEACHING ASSISTANTS

#### *TA for Both Sections*

*Isabella "Iza" Di Figlio*

Contact: [idifig2@uic.edu](mailto:idifig2@uic.edu)

*Student drop-in hours: Friday 9-10 am zoom  
by appointment, email for link*

#### *TA for Section 27267 (2:00-3:15)*

*Tara Brown*

Contact: [tbrown55@uic.edu](mailto:tbrown55@uic.edu)

*Student drop-in hours: Thursday 12-1 pm zoom  
by appointment, email for link*

#### *TA for Section 27537 (3:30-4:45)*

*Jennifer Hoots*

Contact: [jhoots2@uic.edu](mailto:jhoots2@uic.edu)

*Student drop-in hours: Monday 10-11 am zoom  
by appointment, email for link*

### 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 students will experience a unique blend of both academic and experiential learning. By the end of class students will understand the best practices of interviewing, have the skills to conduct interviews, and have substantial competencies in cultural tailoring of their skills to work with diverse populations and in varied professional settings. These skills are so critical to success that students 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 students to the theory and practice of psychological interviews as well as provide students with the necessary training for conducting interviews. During the initial part of the course students will acquire substantive knowledge and background on interviewing through reading, class discussions, role plays, and lecture. Students will learn how basic interviewing skills are applied to internship and work settings including clinical, counseling, community, health care, education, forensic and business settings. Students must complete their readings prior to class to be prepared to participate fully in discussions. Students' understanding of the basic principles and practice will be assessed by an essay midterm exam and observation of class presentations.

Students will also acquire the basic interviewing skills in class through demonstrations, role-plays, and video training exercises. Class members practice their interview skills listening to one another in a safe and nonjudgmental atmosphere. Students 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. Students 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 during peer presentations. The student presenter will select a culture they identify with in order to examine norms, the difference between norms and stereotypes, and 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 conflicts with respect. For our cross-cultural work, there are four books on reserve that students may use to select a source or students may also select other articles (with instructor approval to insure you have a substantial source). Presentations are not restricted to ethnicity but may examine other aspects of identity, e.g., social economic status, LGBTQIA identity or any other identity if an academic source on norms is available on which to base your presentation. The books and chapters selected by your instructor are on reserve, available as e-books and supplemented by chapters on blackboard.

Practice interviews will consist of conducting three interviews. Students will interview 2 fellow classmates (you will interview one student twice; the other student will only be interviewed once) for a total of three 45-minute interviews. No details of interviews will be discussed in class, only general errors that are made by several interviewers as corrective feedback for everyone. Students 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**

The required text is “Clinical Interviewing” by John and Rita Sommers-Flanagan, which was published by Wiley (6th Edition) in 2017. A new book or access to videos is not required, you may use a previous version although used editions of the 6<sup>th</sup> are now readily available. *Here is a link to the free e-book access for the 5<sup>th</sup> edition:*

<https://ebookcentral-proquest-com.proxy.cc.uic.edu/lib/uic/detail.action?docID=2056179>

### **RECOMMENDED (OPTIONAL) TEXTS OR OTHER MATERIALS**

The optional materials for cultural training are available on Course Reserves in two different manners. The books may be checked out physically at the UIC Daley Library Course Reserve desk for 2 hours or accessed online as e-books. In addition, there is a supplemental chapter on African American culture posted to blackboard.

**PLEASE NOTE: DO NOT TRY TO DOWNLOAD AN ENTIRE BOOK YOU WILL SHUT DOWN THE E-BOOK FOR 14 DAYS AND THIS WILL NEGATIVELY IMPACT EVERYONE. DOWNLOAD BY CHAPTERS ONLY.**

Two of these books have only 3 simultaneous users (Microaggressions in Everyday Life and Ethnicity and Family Therapy). Students are not to download the entire book, as this option locks down one copy of the book for 14 days. Instead, students are encouraged to use the chapter download function. 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 Ebrary 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 forms posted on blackboard)	25%
Two written interview reports (rubric on Blackboard)	20%
Participation in Discussions, Role-plays, and Receptiveness to Supervision <ul style="list-style-type: none"> <li>● Graded on attendance, instructor observation, &amp; receptiveness to supervision and feedback.</li> </ul>	25%

**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	Topics & Readings
1 (1/11-1/15)	<b>Professional Development &amp; Culture Readings</b> 5 <sup>th</sup> Edition- Chapter 2 6 <sup>th</sup> Edition- Chapter 1
2 (1/18-1/22)	<b>Basic Skills</b> 5 <sup>th</sup> Edition- Chapter 6 & 3 6 <sup>th</sup> Edition- Chapter 3 & 4
3 (1/25-1/29)	<b>Advanced Empathy</b> 5 <sup>th</sup> Edition- Chapter 3 & 4 6 <sup>th</sup> Edition- Chapters 5 & 6
4 (2/1-2/5)	<b>Advanced Empathy &amp; Relationship</b> 5 <sup>th</sup> Edition- Chapters 4; Start Chapter 5 6 <sup>th</sup> Edition- Chapters 6; Start Chapter 7
5 (2/8-2/12)	<b>Cultural Competence Training</b> 5 <sup>th</sup> Edition- Chapter 5 & 11 6 <sup>th</sup> Edition- Chapter 7
6 (2/15-2/19)	Cultural Competence Training <b>**Practice Midterm Thursday 2/18**</b>
7 (2/22-2/26)	<b>Suicide &amp; Difficult Interviews</b> 5 <sup>th</sup> Edition- Chapters 9 & 12; Skim Chapter 8 6 <sup>th</sup> Edition- Chapters 10 & 12; Skim Chapter 9
8 (3/1-3/5)	Midterm Review & Exam <b>**Midterm Thursday 3/4**</b>
9 (3/8-3/12)	<b>Skill Review &amp; Difficult Interviewees</b> 5 <sup>th</sup> Edition- Chapter 12 6 <sup>th</sup> Edition- Chapter 12
10 (3/15-3/19)	Group 1 Interviews Begin- Interviews will be on <b>Blackboard ULTRA</b> in groups <ul style="list-style-type: none"> <li>Your group 1 is a <u>one-time interview</u>, start recording and each of you interview each other once, in two separate recordings in the group room. <b>This will be due by the end of week 10.</b></li> </ul>
<b>SPRING BREAK!</b>	

<p><b>**Please note: You may start the first part of your Group 2 interview over Spring break if you wish. However, you cannot move to the next interview until we touch base in supervision, you will have a Journal note from me or the TAs to confirm supervision.**</b></p>	
11 (3/29-4/2)	<p>Group 2 Interviews Begin- Interviews will be on <b>Blackboard ULTRA</b> in groups</p> <ul style="list-style-type: none"> <li>Your group 2 is a <u>two-time interview</u>, start recording and each of your will interview each other twice. There will be four separate recordings in the group room. <b>The first part will be due by the end of week 11, the second part will be due by the end of week 12.</b></li> <li>You cannot move to the next interview until we touch base on supervision, you will have a Journal note from me or the TAs to confirm supervision.</li> </ul>
12 (4/5-4/9)	<p>Group 2 Interviews Finish- Interviews will be on <b>Blackboard ULTRA</b> in groups</p> <ul style="list-style-type: none"> <li><b>The second part of your group 2 interview will be due by the end of week 12.</b></li> </ul> <p>Debrief Common, Errors, &amp; Report Writing</p>
13 (4/12-4/16)	<p><b>Interviewing Couples, Families, &amp; Children</b></p> <p>5<sup>th</sup> Edition- Chapters 13 &amp; 14 6<sup>th</sup> Edition- Chapters 13 &amp; 14</p>
14 (4/19-4/23)	<p>Interviewing in Industrial &amp; Organizational Settings</p>
15 (4/26-4/30)	<p>Interviewing in Industrial &amp; Organizational Settings</p> <ul style="list-style-type: none"> <li><b>2 Interview Reports due 4/29, submit to Blackboard assignments</b></li> </ul>

**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.*

**Attendance Policy**

*Attendance is critical in an experiential class and each missed class will lose one point. Flexibilities will be in place as each student works out connectivity issues, UIC will offer hotspots and loan computers. Nevertheless, bandwidth issues may interfere with connections and you will not be penalized if you stay in touch with me for the work.*

PSCH 381 Psychology of Interviewing aims to develop your interpersonal skills in a professional setting. The only way we can do this is to interact; therefore, the course is **Synchronous**. That means it will be live teaching during the times scheduled. You will be expected to be present with your **cameras on** and participate in the chat. If you need to turn your camera off for bandwidth issues, please continue to participate through the chat box. These are discussion-based courses, not lectures. I have found that I teach better seeing all of you and encouraging feedback and we create a better community when everyone can "see" each other.

Since this is a synchronous camera-on course, I will typically not record. Instead after the class I will post a quick video update in case someone missed class. So much of the class is discussion based and hands on that I do not want recording to limit your interaction comfort and confidentiality.

That said, if I am in a time period where there is lecture, I may record that with letting you know in advance.

**Privacy Notification and Policy for Video Recording of Synchronous Class Sessions**

We will be recording the class sessions, or portions of the class, for students who are unable to attend synchronously. The recording feature for others is disabled so that no one else will be able to record this session through Zoom, Blackboard Collaborate, Webex, or Echo360. Recording by other means is not permitted. The recorded class sessions will be posted on our Blackboard class website unless otherwise notified.

If you have privacy concerns and do not wish to appear in the recording, turn OFF your video and notify me in writing (via email) prior to the next class session. If you prefer to use a pseudonym instead of your name, please let me know what name you will be using, so that I can identify you during the class session. If you would like to ask a question, you may do so privately through the chat feature by addressing your question to me or your TA only (and not to "everyone"), or you may contact me or your TA by another private method, which we will agree upon in advance of class. If you have questions or concerns about this video recording policy, please contact me before the end of the first week of class.

**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 be required to speak to both their peers and to me via email to schedule a makeup time. Be considerate of your peers, everyone looks forward to interviewing each other and providing connection and support as part of this process.*

**Electronic Communication**

*I will answer all e-mails within a day and within a few hours during the workdays. 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

ensuring 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 ensure 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 the student centers.



**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center [www.counseling.uic.edu](http://www.counseling.uic.edu). The Counseling Center is in the Student Services Building; you may contact them at (312) 996-3490. In addition to offering counseling services, the Counseling Center also has a student-led initiative called the United Support Network (USN). USN offers peer-facilitated groups and monthly social events for enrolled UIC students. To find out more and sign up for a group, visit their website: <https://www.unitedsupportnetwork.org/>

**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](http://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](http://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.

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

- African American Academic Network
- African American Cultural Center
- Arab 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

## **PSYCHOLOGY 381: PSYCHOLOGY OF INTERVIEWING SPRING 2021**

### **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](mailto: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.acc.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

**PSYCHOLOGY 381: PSYCHOLOGY OF INTERVIEWING  
SPRING 2021**

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>