## PSYCHOLOGY 381: Psychology of Interviewing
## Spring 2021 – 3 credit hours (SYNCH online)

**Class Meetings:**     Section 1: Tues & Thurs 11:00am - 12:15pm (CRN: 33643)
                        Section 2: Tues & Thurs 12:30pm - 1:45pm (CRN: 14705)

**Instructor**: Julia Kim-Cohen, PhD
            juliakim@uic.edu
            **Office hours:** Wednesdays 2:30-3:30 via Zoom BY Appointment (Please email in advance to let me know you're coming. The best way to reach me is to speak/chat with me before or after class.)
            https://uic.zoom.us/j/7188325335

**Teaching Assistants**:
            Chelsea Cox (ccox5@uic.edu)
            Drop-in hours: by appointment

            Angela Willing (awilli85@uic.edu)
            Drop-in hours: by appointment

**Prerequisites:** PSCH 210 (Personality) or PSCH 231 (Community) or PSCH 270 (Abnormal) or PSCH 271 (Resilience) or PSCH 312 (Social); and Grade of C or better in PSCH 242 (Research Methods). For psychology majors only.

### Course Objectives

This course has two related goals. The first is for students to develop a knowledge base about major theories and research that inform clinical interviewing. The second is for students to develop interview skills through practice interviews with each other and with community volunteers.

### Class Format

Our course will take place synchronously (live) using Zoom. Zoom links for class meetings can be found in the Zoom folder on the class Blackboard. Attendance is required and is a part of your course grade. This means that we will meet for **live class sessions during the times scheduled** for your section of PSCH 381. This course relies on lectures, discussion & role plays. These sessions will be highly interactive so your participation is essential. 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. This is a smaller class with up to 25 students per section and the nature of practicing role plays with each other is that you will get to know your classmates well throughout the semester. We will create a better learning community when everyone can "see" each other.

In addition to attending the required synchronous class sessions (two 75-minute sessions per week), you will be expected to devote additional time outside of class for up to 5 hours per week doing the following:

- Reading emails & class announcements
- Weekly reading assignments in the textbook
- Watch assigned videos on Blackboard

- Writing short journal entries to reflect on your learning
- Researching & preparing a short presentation on your cultural background
- Practicing interviewing skills
- Writing two intake reports based on interviews
- Studying assigned readings & lecture material in preparation for midterm & final exams

In the second half of the semester (after the midterm), we will spend the bulk of our time preparing for Practice Interviews, conducting interviews online via Blackboard Collaborate, and group supervision.

**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 lecture portion will be recorded; discussions & role plays will not be recorded. 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 underline 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 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.

**Course Blackboard:** Students are expected to log into the course site regularly to learn about any developments related to the course as well as to upload assignments. Announcements will be emailed to the class and posted in the "Announcements" section on the course Blackboard. For all technical questions about Blackboard, email ACCC Learning Technology Solutions at LTS@uic.edu.

**11am section:** https://uic.blackboard.com/ultra/courses/_191226_1/cl/outline

**12:30pm section**: https://uic.blackboard.com/ultra/courses/_191224_1/cl/outline

Towards the goal of making learning as impactful as possible this semester, and at the same time acknowledging the stress and anxiety you may be feeling about the uncertainties in your daily routines and educational experiences related to COVID-19, we will strive to abide by **two overarching principles** in this class:

1. engage in clear and frequent two-way communication regarding expectations of you, class assignments, and unexpected challenges arising that may impede your participation in required class sessions, including exams, or timely completion of assignments, and
2. build an inclusive learning community in which we all abide by the same ground rules and ethical code of conduct.

I look forward to connecting with you this semester. I will do my best to support your learning experience by listening to your needs and by conducting this course with compassion, empathy, and patience.

**Textbook (Required)**: *Clinical Interviewing, 6th Edition* by John & Rita Sommers-Flanagan (Wiley). Available at the UIC bookstore and elsewhere. (Previous editions are not acceptable, but used copies are fine; access to online videos is not required.)



**Course Requirements & Grading**:
Final grades in this course will be earned based on a **maximum total of 330 points**:

1. **ATTENDANCE (50 points):** Attendance in live class sessions is required. Everyone will start the semester with 50 points toward their attendance grade. After the first two absences, each subsequent absence will result in a 10-point deduction. I understand that current conditions could make it difficult at times to attend class so please speak to me before or after class or in drop-in hours to discuss (do not email me). I am always willing to work with students who make a genuine effort to be in class and communicate.

2. **CULTURE PRESENTATION (20 points):** Understanding our own and others' cultural backgrounds is an important professional skill that contributes to greater empathy and better interviews. Each student will choose an aspect of their cultural background to research and present in a short, 5-minute VoiceThread to share with the class. **VoiceThreads are due by 11:59PM on Friday, February 12th** after which Dr. K-C will choose 2-3 VoiceThreads for us to watch in each class together for us to discuss.

3. **MIDTERM & FINAL EXAMS (50 points x 2 = 100 points):** The Midterm and Final exams are each worth 50 points. Both exams are "in class" exams and must be **taken synchronously during scheduled class time on the day the exams are scheduled.** Please communicate with me in advance if the exam dates conflict with your schedule or if you have DRC accommodations. Details regarding the format of the exams will be provided in class.

4. **PRACTICE INTERVIEWS (20 points x 3 = 60 points):** Each student will conduct three 45-minute interviews in an online format using Blackboard Collaborate. Interview 1 will take place with a classmate who will be randomly assigned. Interviews 2A & 2B will take place with a student in a different section of PSCH 381 taught by Dr. Kim-Cohen. Please see the course calendar below for weeks when Practice Interviews will occur and make sure you will be available. Students will schedule interviews with their Interviewees, and record their interviews which will be saved in a confidential Blackboard Collaborate folder.

   After each interview is completed, you must submit a **Practice Interview Journal entry within 24-hours** using the Journal tool to reflect on your interview performance. The Dr. K-C and TAs will observe videos, read your Journal Entry, and provide individualized

written feedback as a reply to your Journal Entry. You will then read the feedback & reply to confirm that you have understood the comments. <u>Late Journal entry submissions will result in delaying the feedback, and an automatic 3-point deduction.</u>

5. **WRITTEN INTERVIEW REPORTS (50 points x 2 = 100 points):** You will write an intake report about each of your interviewees. The first intake report will be based on a single 45-minute interview; the second intake report will be based on two 45-minute interviews. Intake reports will be approximately 6-9 pages in length, double-spaced. **Intake Report 1 is due by 11:59pm on Tuesday, March 30th. Intake Report 2 is due by 11:59pm on Sunday, May 2nd.**

Final grades will be determined by total points as follows:

| Letter Grade | Minimum Points | Percentage |
|---|---|---|
| A | 297 | 90% - 100% |
| B | 264 | 80% - 89% |
| C | 231 | 70% - 79% |
| D | 198 | 60% - 69% |
| F | Less than 198 | < 60% |

In the event of partial points, I will round up final grades if the decimal point is .5 or higher (for points, not for percentages). If the decimal is anything lower than .5, I will round the final grade down (e.g., .499 is rounded down). <u>Absolutely no exceptions will be made to these policies.</u>

**Policies & Procedures**

- **Attendance policy:** Attendance in class is **required**. Not only will attendance directly impact your participation grade, it will impact how much you learn and get out of the class. Your absence will also affect the experience of your classmates with whom you will do role plays, so please make every effort to attend. You will be asked to <u>register for each Zoom class session</u> and attendance will be using Zoom Report. Everyone will receive **2 "passes"** meaning that your first two absences of the semester will be automatically excused (no need to email me). After the first two absences, each absence will result in a 20% deduction (10 points) of your attendance grade.

  **Please arrive on time for class.** *"5 minutes early is on time. On time is late. Late is unacceptable."* (see Forbes article for good career advice: http://bit.ly/2uLB9by). <u>Anyone who arrives more than 10 minutes late or leaves early will be marked absent.</u>

  **Particular days, marked with ** on the class schedule, are especially important and should not be missed if at all possible.** These include days when we are preparing for and reviewing Practice Interviews (group supervision) so please make every effort to attend.

- **Class participation:** This course will consist of active discussion and role plays in class demonstrations and in breakout rooms. Students must read assigned material before class in order to be prepared. Students will also be expected to participate in the role plays, alternating as mock interviewer, interviewee, and observer.

- **Lectures & lecture slides:** Some lectures will be video recorded and posted on Blackboard in order to save more class time for role plays. PDF copies of lecture slides will be posted on Blackboard after each class. However, please keep in mind that

lecture slides will not be an adequate substitute for attending class, paying attention, and taking notes.

- **Correspondence/e-mail:** The TAs and I typically respond to student emails within 24 hours (a bit longer over weekends), however, we receive a huge number of emails each day. Please **ask questions either before or after each class, or during drop-in hours (email ahead to let me know you're coming).** In order to get a quicker response when you email, <u>be sure to mention which section of PSCH 381 you are in—either 11am or 12:30pm.</u> If you are emailing to request an appointment outside of office hours, <u>list 3-5 specific dates and times</u> when you are available. This will make scheduling of meetings more efficient.

- **Required Technology:** Online students will need regular access to a personal computer that runs on a broadband Internet connection. Please contact ACCC to request and borrow a laptop or be assigned a hotspot for the semester if you do not have the required hardware and internet capabilities.

- **Respect for Copyright:** Please protect the integrity of all course materials and content. By enrolling in this course, you agree to honor this request. Be mindful of the hard work and time that instructors put into creating course materials such as exam and quiz questions, worksheets, lecture videos, Powerpoint slides, and reading materials. Please do not upload course materials not created by you onto third-party websites or share content with anyone who is not enrolled in our course. I am grateful for your cooperation in honoring this important request.

- **Our Inclusive Learning Environment:** UIC values diversity and inclusion. Regardless of age, disability, ethnicity, race, gender, gender identity, sexual orientation, socioeconomic status, geographic background, religion, political ideology, language, or culture, we expect all members of this class to contribute to a respectful, welcoming, and inclusive environment for every other member of our class. If there are aspects of the instruction or design of this course that result in barriers to your inclusion, engagement, accurate assessment or achievement, <u>please notify me as soon as possible.</u>

- **Accommodations for Disabilities.** UIC is committed to full inclusion and participation of people with disabilities in all aspects of university life. If you face or anticipate disability-related barriers while at UIC, please connect with the Disability Resource Center (DRC) via email at [drc@uic.edu](mailto:drc@uic.edu), or call (312) 413-2183 to create a plan for reasonable accommodations. In order to receive accommodations, you will need to disclose the disability to the DRC, complete an interactive registration process with the DRC, and provide me with a Letter of Accommodation (LOA). Upon receipt of a LOA, I will gladly work with you and the DRC to implement approved accommodations.

- **Religious holidays:** I will make every effort to avoid scheduling exams or requiring student assignments to be submitted on religious holidays. If you wish to observe your religious holidays, please notify me at least one week in advance of the date when you will be unavailable to complete an assignment by the due date. If a quiz or assignment is due during your absence, you will be given a quiz or assignment equivalent to the one completed by those students in attendance. Students may appeal through campus grievance procedures for religious accommodations.

- **Academic Integrity - Student Community Standards:** UIC is an academic community 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. In this community, all members including faculty, administrators, staff, and students alike share the responsibility to uphold the highest standards of academic honesty and quality of academic work so that such a collegial and productive environment exists.

  As a student and member of the UIC community, you are expected to adhere to the [Community Standards of integrity](#), accountability, and respect in all of your academic endeavors. When [accusations of academic dishonesty](#) occur, the Office of the Dean of Students investigates and adjudicates suspected violations of this student code. Unacceptable behavior includes cheating, unauthorized collaboration, fabrication or falsification, plagiarism, multiple submissions without instructor permission, using unauthorized study aids, coercion regarding grading or evaluation of coursework, and facilitating academic misconduct. Please review the [UIC Student Disciplinary Policy](#) for additional information about the process by which instances of academic misconduct are handled towards the goal of developing responsible student behavior.

  By submitting your assignments for grading you acknowledge these terms, you declare that your work is solely your own, and you promise that, unless authorized by the instructor or proctor, you have not communicated with anyone in any way during an exam or other online assessment. Let's embrace what it means to be a UIC community member and together be committed to the values of integrity.

- **Late Assignment Policy:** It is best to submit assignments before the due date, but we understand that life happens and we're currently in the midst of a global pandemic. Therefore, **late submissions are permitted for all assignments for partial credit.** It is always better to receive partial credit than no credit. However, the **Practice Interviews** must be conducted during the weeks in which they are scheduled on the course calendar.

  If you missed a due date, please do your best to submit the assignment as soon as possible. Everyone gets an automatic **24-hour "grace period"** on assignments (with the exception of Practice Interview Journal Entries). Typically, in the absence of a DRC Letter of Accommodation, <u>any assignment submitted more than 24 hours past the due date will lose 10% of the total points possible on the assignment. For example, an assignment worth up to 50 points will lose 5 points. Five days past the due date results in a 20% deduction, and ten or more days past the due date results in a 30% deduction.</u>

  If you find yourself falling behind and having trouble keeping up with assignments, **please do not hesitate to reach out to me.** What's important is that you complete assignments, learn something, and get credit for the course while protecting your mental health so **please do not give up and disappear without communicating with me first.**

## Course Schedule
## (Please note: changes to the schedule will be announced in class & on BB)

*\*\*Dates marked with double asterisks are especially important days for interview preparation & supervision. Please make extra effort to attend class on those days.*

| Week | Date | | Topic | Reading |
|------|------|------|-------|---------|
| 1 | JAN 12 | Tues | Introduction, overview, syllabus | |
| | JAN 14 | Thurs | Introduction to Clinical Interviewing | Ch. 1 |
| 2 | JAN 19 | Tues | Preparation | Ch. 2 |
| | JAN 21 | Thurs | Nondirective Listening Skills: Attending Behavior & Silence | Ch. 4 |
| 3 | JAN 26 | Tues | Basic Attending, Listening, & Action Skills: Paraphrasing | Ch. 4 |
| | JAN 28 | Thurs | Multicultural Competence Training | TBA; video |
| 4 | FEB 2 | Tues | Evidence-based Relationships: Empathy | Ch. 7 |
| | FEB 4 | Thurs | Basic Attending, Listening, & Action Skills: Reflection of Feeling & Emotions | Ch. 4 |
| 5 | FEB 9 | Tues | Directive Listening Skills: Questions | Ch. 5 |
| | FEB 11 | Thurs | Directive Listening Skills: Giving Advice, Approval-Disapproval, & Self-disclosure | Ch. 5 |
| | **Feb 12** | **Fri** | **Culture Presentation VoiceThread DUE** | |
| 6 | FEB 16 | Tues | Evidence-based Relationships, continued | Ch. 7 |
| | FEB 18 | Thurs | Midterm Exam Review | |
| 7 | FEB 23 | Tues | **Midterm Exam** | |
| | FEB 25 | Thurs | Intake interview | Ch. 8, part 1 |
| 8 | MAR 2** | Tues | Prepping for your first practice interview | |
| | MAR 4** | Thurs | Role Play & Prep | |
| 9 | MAR 9 | Tues | Practice Interview 1 (no class meeting) | |
| | MAR 11 | Thurs | Practice Interview 1 (no class meeting) | |
| 10 | MAR 16** | Tues | Group Supervision: Review Practice Interviews & Report Writing | Ch. 8, part 2 |
| | MAR 18 | Thurs | Report Writing Workshop | Ch. 8, part 2 |

| | MAR 23 | Tues | SPRING BREAK – NO CLASS MEETINGS | |
| | MAR 25 | Thurs | | |
| | **MAR 30** | **Tues** | **Intake Report 1 DUE by 11:59PM** | |
| 11 | MAR 30 | Tues | Mini-MSE Interview, part 1 | Ch. 9 |
| | APR 1 | Thurs | Suicide Assessment | Ch. 10 |
| 12 | APR 6 | Tues | Role Play & Prep | |
| | APR 8 | Thurs | Practice Interview 2A (no class meeting) | |
| 13 | APR 13** | Tues | Group Supervision: Review Practice Interviews; Mini-MSE Interview, part 2 | Ch. 9 |
| | APR 15 | Thurs | Practice Interview 2B (no class meeting) | |
| 14 | APR 20** | Tues | Group Supervision: Lessons Learned from Practice Interviews | |
| | APR 22 | Thurs | Young Clients | Ch. 13 |
| 15 | APR 27 | Tues | Graduate School & Careers in Mental Health | |
| | APR 29 | Thurs | **Final Exam** | |
| 16 | MAY 2 | Sun | **Final Report DUE before 11:59PM via SafeAssign** | |

**UIC RESOURCES SUPPORTING STUDENT WELLNESS & ACADEMIC SUCCESS**

As an undergraduate at UIC, you may experience challenges such as struggles with academics, finances, student life, or your personal well-being. Please know this is completely normal and that you shouldn't hesitate to ask for help. Come to me, or if it is about an issue beyond the scope of this class, please contact your college advisors, or get help from any number of other support services and resources available to all UIC students:

- Student Academic Resources
- UIC Tutoring Resources
- Offices, Programs, and Initiatives Supporting the UIC Undergraduate Experience and Academic Programs
- Current Student Resources (General, Academic, Student Support, Student Life, Technology, Health and Safety, Getting Around Campus)

Importantly, if you are in **immediate distress**, please call the UIC Counseling Center at (312) 996-3490 to speak directly with a counselor or to schedule an appointment with a counselor. If calling after business hours (which at UIC are typically from 9am -5pm, M-F), press 2 to be connected to a crisis counselor. You can find additional online mental health resources on the Counseling Center Resources page.

If you find yourself having difficulty with the course material or any other difficulties related to this course, please come talk with the instructor at any time, preferably early on (i.e., before a quiz date or paper due date). If you are having difficulty about an issue beyond this course, please contact your college advisors, or get help from any number of other support services on campus. You can

get a referral to the right place, or help on the spot, from an advisor in the Office of Advising Development (http://advising.uic.edu/).

**The Writing Center** offers friendly and supportive tutors who can help you with reading and writing in any of your courses, not just English. Tutors are ready to help other writing as well, such as job applications, personal statements, and resumes. The tutor and you will work together to decide how to improve your writing. If you have not started your assignment, that is OK. A tutor can help you brainstorm or make an outline. Tutors understand that you might be using the Writing Center for the first time. They are ready to guide you through your first session. You can choose to work with a tutor in real time using chat and a white board, or submit up to 5 pages of text and receive written feedback within 48 hours. For more information and to schedule an appointment, visit the Writing Center website.

**The UIC 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/.

**The Academic Center for Excellence (ACE)** can help if you feel you need more individualized instruction in reading and/or writing, study skills, time management, etc. Please call (312) 413-0031 or visit https://ace.uic.edu/ for more information.

**Counseling Services** are available for all UIC students. You may seek free and confidential services from the Counseling Center at www.counseling.uic.edu. The Counseling Center is located in the Student Services Building; you may contact them at (312) 996-3490 during normal business hours (M-F, 9 am -5 pm). If calling after hours, press 2 to be connected to a crisis counselor.

**The Campus Advocacy Network** provides information and offers resources to all UIC students, faculty, and staff. 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, email TitleIX@uic.edu or call (312) 996-5657

**Student Veterans Affairs** serves military veterans and their dependents during their time at UIC. Student Veterans Affairs staff provide students with information about VA educational benefits, certifies GI Bill® benefits, and answers questions about life on campus. The office also has resources for students who need help making their academic pursuits as successful as possible. Veteran Integration to Academic Leadership (VITAL) program is a collaborative effort between UIC and Jesse Brown VA to provide direct assistance navigating the VA Benefits System. Student Veterans Affairs staff are located in the Office of the Dean of Students, 3030 SSB or at the Cisar Student Veteran Center, 248 SCE, in the Commuter Resource Center suite. If you have any questions, please feel free to contact Student Veterans Affairs staff at (312) 996-4857 or visit the website at  http://dos.uic.edu/studentveteranaffairs.shtml.

**Campus Security**

As a UIC student, you've chosen to be 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.  Navigate to Life at UIC for more information.

Also, you can download the UIC SAFE app, a free personal security tool for students, faculty, and staff. It allows you easy contact with dispatchers and first responders in case of emergency.  Navigate to the UIC SAFE Toolkit to download the app.

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, (312)355-5555, on speed-dial on your cell phone.

**Emergency Response Systems and Guides**

The emergency response guide can be found at the UIC Ready. Please review and acquaint yourself with the guide and recommendations for various emergency situations.

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**DISCLAIMER**

This syllabus is intended to give the student guidance in what may be covered during the semester and will be followed as closely as possible. However, as the instructor, I reserve the right to modify, supplement and make changes as the course needs arise.