



Introduction to Clinical Interviewing-COUN 513 (3 units)
California State University Long Beach
Department of Advanced Studies in Education and Counseling

Term: Fall 2020 Class Time: Mondays, 4:00-6:45 Class Location: Online via Zoom Office Hours: Tues/Wed 2:30-4:00 and by appt.	Instructor: Jacob Olsen, Ph.D. Office: AS 229 Phone: Online via Zoom Email: Jacob.Olsen@csulb.edu
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Course Description (from CSULB Course Catalogue)

A foundation course that provides training in core interviewing skills including active listening, case exploration, goal setting, conducting a mental status exam, and assessing for self-harm. Letter grade only (A-F).

Prerequisites

Marriage and Family Therapy Majors, School Counseling Majors, or Student Development in Higher Education Majors only. Some course sections may be reserved for specific student cohorts.

Mode of Instruction

This course will use an online/virtual format, specifically. In addition, this course will include flipped learning. Students will access and review recorded lecture content and assigned readings online via BeachBoard, then use online/virtual class time via Zoom to practice skills, discuss key concepts, and participate in small group collaborative work. The format of the class is designed to give students the knowledge and skills needed to effectively apply skills when counseling K-12 students. Because the course is online/virtual, the instructor and students will communicate via email, Zoom, phone calls, and/or BeachBoard. Online participation will be assessed using the Attendance and Participation rubric posted on BeachBoard, and the instructor will monitor online activities on a weekly basis. To ensure that standards of appropriate online behavior are maintained, the instructor will include expectations on the syllabus (see Student Behavior, Academic Integrity, Safety, Support, Important Dates section below), and review expectations periodically. In terms of the level of technical competence required for this course, students need to be able to access BeachBoard and Zoom, and utilize the basic functions in each platform. BeachBoard and Zoom are available for computers and smart phones and students will have access to each platform as students at CSULB. In the event of technical breakdowns, students can submit work to the instructor via email. There are no on-campus meeting requirements.

Student Learning Outcomes

Upon completion of this course, students will be able to:

1. Understand and apply approaches that recognize the importance of building on students' strengths and assets as a foundation for supporting all students, especially historically underserved students including students from low socioeconomic backgrounds, ethnicity subgroups, English learners, foster youth, homeless youth and students with special needs (CTC *SCPSPE 3.9)
2. Model and demonstrate essential counseling skills, techniques, and strategies in individual counseling, including but not limited to addressing social/emotional and mental health, needs, crises and traumas that are barriers to student achievement (CTC *SCPSPE 5.1)
3. Demonstrate the ability to provide an initial assessment of a student's mental health needs and make the appropriate referrals within and external to the school site (CTC *SCPSPE 5.14)

4. Demonstrate an ability to counsel and address mental health needs of students during times of transition, separation, heightened stress and critical change, and how to access community programs and services that assist all student needs (CTC *SCPSPE 5.6)

*SCPSPE = School Counseling Program Standards and Performance Expectations

Required Texts

Ivey, A., Ivey, M., & Zalaquett, C. (2018). *Intentional Interviewing and Counseling: Facilitating Client Development in a Multicultural Society* (9th Edition). Boston, MA: Cengage

Outline of Subject Matter and Schedule

Date	Week	Topic(s)	Review/Reading	Assignments Due
8/24	1	-Course overview -Introduction to clinical interviewing and counseling	-PowerPoint(s)	
8/31	2	-Key issues in clinical interviewing and counseling	-Ivey Text Ch. 1-2 -PowerPoint(s)	
9/7	3	Labor Day No Class		
9/14	4	-Foundational microskills: Attending and empathy -Clinical Interview Practice	-Ivey Text Ch. 3 -PowerPoint(s)	Review/Reading Assessment
9/21	5	-Foundational microskills: Observation -Clinical Interview Practice	-Ivey Text Ch. 4 -PowerPoint(s)	Review/Reading Assessment
9/28	6	-Listening sequence: Encouraging, paraphrasing, summarizing -Clinical Interview Practice	-Ivey Text Ch. 6 -PowerPoint(s)	Review/Reading Assessment
10/5	7	-Listening sequence: Reflective feelings -Clinical Interview Practice	-Ivey Text Ch. 7 -PowerPoint(s)	Review/Reading Assessment
10/12	8	-Listening sequence: Questions -Clinical Interview Practice	-Ivey Text Ch. 5 -PowerPoint(s)	Review/Reading Assessment
10/19	9	-Listening sequence: Conducting counseling session -Clinical Interview Practice	-Ivey Text Ch. 8 -PowerPoint(s)	Review/Reading Assessment
10/26	10	-Influencing skills: Focusing -Clinical Interview Practice	-Ivey Text Ch. 9 -PowerPoint(s)	Review/Reading Assessment
11/2	11	-Influencing skills: Empathetic confrontation -Clinical Interview Practice	-Ivey Text Ch. 10 -PowerPoint(s)	Review/Reading Assessment
11/9	12	-Influencing skills: Reflecting meaning and interpretation/reframing -Clinical Interview Practice	-Ivey Text Ch. 11 -PowerPoint(s)	Review/Reading Assessment
11/16	13	-Action skills for building resilience and managing stress -Clinical Interview Practice	-Ivey Text Ch. 12 -PowerPoint(s)	Review/Reading Assessment
11/23	14	-Counseling theory and practice -Clinical Interview Practice	-Ivey Text Ch. 13 -PowerPoint(s)	Review/Reading Assessment

11/30	15	-Skill integration, determining personal style, transcendence -Clinical Interview Practice	-Ivey Text Ch. 14 -PowerPoint(s)	-Review/Reading Assessment -Counseling Skills Self Evaluation
12/7	16	Case Study Presentations		Case Study Presentations
12/14	17	Finals Week Case Study Presentations		Case Study Presentations

Assessments and Grading System

Description of Assessments (200 total points possible)

1. Attendance and Participation (15 points)

- Success in this course requires students to come to each class on time and stay for the duration of the class meeting. In addition, success in this course requires students to participate in class discussion and activities. As a result, a portion of the final grade will be based on attendance and participation and therefore, grades could be reduced based on class attendance and participation. If students must be late or miss a class, communication with the instructor is required. It is the responsibility of the student to make up any work or obtain materials and information missed from the class from classmates and/or the instructor. For more information on the CSULB attendance policy, see: http://web.csulb.edu/divisions/aa/grad_undergrad/senate/documents/policy/2001/01
- **See Attendance and Participation on BeachBoard for grading criteria**

2. Review/Reading Assessments (5 points each; 60 points total)

- Due to the flipped learning structure of this course, students are expected to review all course presentations and readings prior to class. Reviewing assigned materials prior to class will ensure students are prepared to apply course content to class activities. To measure students knowledge, assessments will be given as indicated on the Outline of Subject Matter and Schedule. The type of assessment will vary but may include quizzes, partner and group work, written responses, and/or class discussion activities. In the event a student misses a review/reading assessment, a make up option can be completed.
- **See Review/Reading Assessments for grading criteria**

3. Clinical Interview Practice (5 points each; 60 points total)

- Students will take part in experiential learning by applying counseling skills to simulated counseling sessions with peers during class. Counseling skills practice will occur on dates indicated on the Outline of Subject Matter and Schedule. At the beginning of the semester, students will be assigned a triad. During practice sessions, each student will have the opportunity to play the role of counselor, student, and observer. Feedback on counseling skill application will be provided using the Counseling Skill Practice Frequency Checklist. The course instructor will also observe practice sessions and provide feedback to individuals, triads, and/or the whole class. Students must actively participate in all three roles (counselor, student, observer) to receive full participation points. In the event a student misses a clinical interview practice, a make up option can be completed with agreement of triad.
- **See Clinical Interview Practice for grading criteria**

4. Counseling Skills Self Evaluation Paper (25 points)

- Students will evaluate and reflect on the development of their clinical interviewing and counseling skills by preparing a 4 to 5 page paper. The paper will be a comparison between students first recorded in-class counseling practice session and their last recorded in-class counseling practice session
- **See Skills Self Evaluation Paper for grading criteria**

5. Case Study Presentation (25 points)

- In groups of 3-4, students will choose a common (K-12) student issue that may result in the need for individual counseling in the school setting. Examples of (K-12) student issues are: A mental health related diagnosis; A family related issue; Problem behaviors; Thoughts of suicide or self harm; Emotion management challenges, etc. Topics must be approved by the instructor to avoid duplication. The group will then select a real or fictitious student (case example) who is facing the issue. In other words, the group is presenting a student case example that exemplifies the issue. Presentations will be 20 minutes or less in length.
- **See Case Study Presentation for grading criteria**

Assessment in COUN 513 Intro to Clinical Interviewing

Assignment	SLO	Points (200 total)	% of Course Grade
1. Attendance and Participation	2	15	7%
2. Review/Reading Assessments	2	5 pts each; 60 total	30%
3. Clinical Interview Practice	1,2,3,4	5 pts each; 60 total	30%
4. Skills Self Eval Paper	1	35	17%
5. Case Study Presentation	1,2	30	15%

A=180-200 points; B=160-179 points; C=159-140 points

Final Exam

Students will conduct case study presentations for their final assessment.

Policies for Attendance, Withdrawal, Late Assignments

Attendance and Participation: Attendance and participation will be assessed using the Attendance and Participation description and rubric on BeachBoard.

Withdrawal Policy: Class withdrawals during the final 3 weeks of instruction are not permitted except for a very serious and compelling reason such as accident or serious injury that is clearly beyond the student's control and the assignment of an Incomplete grade is inappropriate. Application for withdrawal from CSULB or from a class must be officially filed by the student with Enrollment Services whether the student has ever attended the class or not; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) in the course. For more information about the withdrawal policy, related timelines, and tuition refund information, see: http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/FinalCourseGrades.html.

Late Assignments: Please note late assignments will receive a 10% reduction for each day late. If you have any concerns about meeting a deadline, please communicate with the instructor in advance of the deadline.

Incomplete Grade Policy: According to the CSULB policy, "I" indicates that a portion of required course work (normally not more than one-third) has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. . . . It is the responsibility of the student with an 'I' to bring pertinent information to the attention of the instructor and to determine from the instructor the remaining course requirements that must be satisfied to remove the 'Incomplete'". For more information about the incomplete grade policy see: http://web.csulb.edu/divisions/aa/grad_undergrad/senate/policy/academic/alphabetical/FinalCourseGrades.html.

Special Needs Statement

Students with disabilities who require reasonable academic accommodations are strongly encouraged to register with the Bob Murphy Access Center (BMAC) each semester. Students must submit supporting disability documentation

to BMAC and provide faculty of any BMAC verification of accommodations as early in the semester as possible. BMAC is located in the Student Success Center, Room 110 and can also be reached by phone at (562) 985-5401 or via email at bmac@csulb.edu.

Assistive Technology

In compliance with Policy Statement 08-11, Accessibility and Faculty Responsibility for the Selection of Instructional Materials, instructors are required to make their course syllabi and all course materials available in accessible print formats.

Technology Help Desk http://www.csulb.edu/divisions/aa/academic_technology/thd/contact/, 562-985-4959, Academic Service (AS) building, room 120.

Computer Access: Two open access computer labs are available for current CSULB students: the Spidell Technology Center located in the Library and the located in lower campus. See <http://web.csulb.edu/library/guide/computing.html> for more information.

Additional Academic Supports: For support with presentations, visit the Hauth Center for Communication Skills, LAB 200, 562-985-7142, <http://www.cla.csulb.edu/centers/hauth/contact-us/> For support with learning skills, studying skills, language, writing, tutoring, and supplemental instruction, visit the Learning Assistance Center, Horn Center 104, 562-985-5350, http://web.csulb.edu/divisions/aa/grad_undergrad/lac

Written Assignments

Students are expected to follow the current APA Publication Manual format in all written assignments. All written assignments should be typed using Microsoft Word, professionally written, spell checked, double spaced, in 12 pt. Times New Roman font, and with 1-inch margins on all sides. For writing support, please visit the CSULB Writer's Resource Lab, LAB 206, 562-985-4329, <http://www.cla.csulb.edu/departments/english/wrl/> . Proper use of APA Publication Manual format will be reflected in the grading of all written work. Unless noted otherwise, all assignments will be submitted electronically through BeachBoard at <https://bbcsulb.desire2learn.com/> by 11:59 PM on the due date.

Student Behavior, Academic Integrity, Safety, Support, Important Dates

Student Behavior Policy (cell phones, laptops, etc.): Electronic devices can interfere with the student learning experience and distract the instructor and other students. Cell phones should remain off or on vibrate if you need to be available to family during class. Please excuse yourself from the room if you receive a call on vibrate, with the understanding that leaving class for an extended period of time will count for missing a part of the class. With instructor permission, you can take notes using a laptop, however, you should not engage in any activity other than taking notes (e.g., checking email; accessing Internet, Facebook, etc.) or your grade will be affected.

Academic Integrity: Students have the responsibility to know and observe CSULB policy for academic integrity including cheating and plagiarism. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. For more information regarding the CSULB academic integrity policy, see: http://web.csulb.edu/divisions/aa/catalog/current/academic_information/cheating_plagiarism.html

Safety: For information about services related to safety including after dark campus escorts, visit the University Police Department (brick building south of the Student Recreation and Wellness Center or Police Substation in the University Student Union on the second floor outside level), 562-985-4101, <https://daf.csulb.edu/offices/ppfm/police/>

Support: CSULB Counseling and Psychological Services (CAPS) helps students meet the personal challenges associated with identifying and accomplishing academic, career, and life goals. CAPS services include short-term counseling for individuals, group counseling, career development counseling, referral services, psychoeducational

workshops, and crisis intervention. CAPS is located in Brotman Hall Room 226, hours are Monday through Friday 8:00 AM to 5:00 PM, and there is 24-Hour access to a counselor by phone 562) 985-4001. CAPS website is <http://web.csulb.edu/divisions/students/caps/>

Any student who is facing academic or personal challenges due to difficulty in affording groceries/food and/or lacking a safe and stable living environment is urged to contact the CSULB Student Emergency Intervention & Wellness Program. The website outlining the resources available is www.csulb.edu/basicneeds. Students can also e-mail supportingstudents@csulb.edu or call 562/985.2038. If comfortable, students may reach out to the professor as they may be able to identify additional resources.

Important Dates: Consult the university's calendars for important dates (holidays, drop/withdraw from class deadlines, etc.): <http://web.csulb.edu/divisions/aa/calendars/>

Note: The instructor reserves the right to change or amend this syllabus throughout the semester.