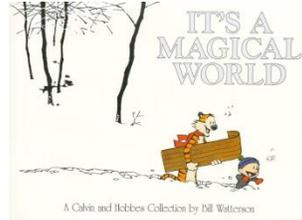


Psychology 508
Theory and Techniques of Applied Psychology
Syllabus
(Revised June 2015)



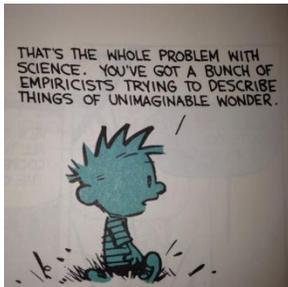
Course Description from the Graduate Catalogue:

An introduction to theoretical models and their applications which are useful across a range of practical human situations. These include educational contexts, individual and group consultation, and organizations. Both assessment and intervention models will be presented, with an emphasis on their relationship. Active practitioners will demonstrate selected intervention techniques. Prerequisite: Graduate standing.

“There are three kinds of liars: liars, damn liars, and college catalogues.”

– Elizabeth Sasser, Professor of Art History, Texas Technological College, circa 1966

 *Note: This syllabus is subject to small changes once the semester begins. These will include corrections and slight refinements in the assignment(s) – nothing huge.*



OUR CONTRACTUAL AGREEMENT:

Through the university I am offering this course to you (and a grade in it) in exchange for your doing the work specified in this syllabus, and otherwise complying with university regulations and requirements. If you choose to continue your enrollment in the course (whether you attend or not, and whether you read this sentence or not), I will assume that this agreement is consummated. You and I will thus be responsible for the content of this syllabus and complying with its specifics. Each of us is further acknowledging that we will abide by and accept the outcomes generated in this course through the appropriate application of the guidelines of its syllabus.

Web Enhancement:

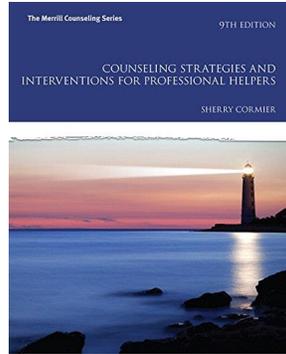
We will manage this course in part using online “web enhancement.” This fact has a number of implications for your conduct and success:

1. As soon as available you should go to the online web site for this course, complete the tutorial (if you like), and familiarize yourself with what is there (which will be added to as the semester progresses). You may access eCollege by going to your My Leo account and clicking on eCollege.
2. You will turn in written assignments (if any) in assigned “dropboxes,” not in hard copy or by ordinary email attachment. I will ignore assignments turned in as an email attachment or as a hard copy
3. Use this formula to name the files you turn in this way:
YOURLASTNAME.YOURFIRSTNAME.AssignmentName.Date. If I were going to turn in a “journal summary” assignment on August 11, 2015, the file name would be BALL.STEVE.Journal Summary.8-11-15. Check the Dropbox Protocol link on eCollege for more details.
4. You will receive written feedback for any written assignments by way of eCollege.
5. You will take exams online, and we will take *no* class time (including the scheduled final examination period) for test taking. The scheduled final examination period is reserved for additional lecture/discussion/demonstration time as needed.
6. You will retrieve documents to read from me by way of the Doc Sharing tab, and web sites to read on the “Webliography” tab. Some of the latter *may* be accessible by way of links placed strategically within each week’s overview and assignments, but don’t count on it.
7. You will need to check the Announcements section on the course home page daily.
8. You will need to check your university e-mail (_____@leo.tamu.edu) daily.
9. Do not send me an e-mail about this class except through eCollege. I will not respond to other e-mails about this class.
10. If you have a question of general concern to the class (not just a possibly personal or private concern of your own), go to the virtual office and ask it there. That way everybody has access to the answer and I don’t have to respond to it more than once. I will ignore your e-mails if you are ignoring this requirement.

Textbook:

Cormier, S. (2016). *Counseling strategies and interventions for professional helpers*. (9th ed.) Boston, MA: Pearson. (ISBN-10: 0133905225)

The university bookstore sells this book new for \$100.45, and they sell it used for \$80.40. Amazon sells it new for \$92.58 (to Prime members), and as a Kindle book for \$67.81. The choice is yours. (I will say that it will work just fine as a Kindle book – there are no pictures except of the author, and few tables we will need if any.)



I will also provide selected handouts (online whenever possible), which I will announce, and for which you are also responsible.

Recommended Additional Sources:

Ivey, A. E., & Ivey, M. B. (2013). *Intentional interviewing and counseling: Facilitating client development in a multicultural society*. (8th ed.) Pacific Grove, CA: Brooks/Cole. [\$124.04 on Amazon.com (Prime)]

Perls, F. (1992). *Gestalt therapy verbatim*. (rev. ed.) Gouldsboro, ME: Gestalt Journal Press. [\$2.94 on Amazon.com]

Shapiro, D. (1985). *The psychotherapy of neurotic character*. New York: Basic Books. [\$20.64 on Amazon.com (Prime)]

General Objectives of the Course:

The general aim of this course is to provide master's level students in psychology with entry-level skills in applied psychology, i.e., those necessary to begin learning specific applications in practicum and other work settings. Students taking this course, most of whom are aiming for careers in the "helping professions," will be able to do the following at its successful conclusion:

1. Engage in basic clinical interviewing.
2. Describe and use the basic skills necessary in forming effective therapeutic (and assessment) relationships/alliances with persons functioning as clients. These skills are generally known as "microskills," and they are preliminary to developing an adequate therapeutic style undergirded by any specific theory of psychotherapy or counseling you may choose. Whether your approach is cognitive-behavioral, person-centered, psychoanalytic, psychodynamic, family systems, or even plain mindless behaviorism, you will be unlikely to be as effective until you have mastered these fundamentals.
3. Develop an articulable and usable approach to intentionality in a psychotherapeutic/counseling conversation (initial interview, ongoing therapy, even assessment).

4. Describe and, to a more limited extent, carry out the activities characteristic of the practice of psychology in applied settings, especially those involving clinical activities, organizational applications, and schools.
5. Understand and accept supervisory feedback, making appropriate behavioral changes as a consequence.
6. Give appropriate and effective feedback to peers.
7. Develop a beginning and articulable understanding of selected theoretically developed and empirically supported (i.e., evidence based) approaches to psychotherapy/counseling.

Topical Outline/Schedule:

(Note: This course is organic, and as a result this preplanned schedule may change in the service of better learning.)

Unit N ^o	Topic	Preparation	Product
1	Initial planning Getting Acquainted The helping professions: psychology, counseling, social work, some psychiatry Ethical and cultural considerations The therapeutic relationship: what it is/what it isn't Exercises ¹ Dreamwork seminar ² Q&A	Arrive on time Review APA, NASP, and ACA ethical codes Assigned readings	Begin to see the process in action Begin daily journaling Practice the process; See the process in action
2	Attending to clients; Film: Person-centered work (Rogers) Dreamwork seminar Exercises Structure of the consulting room; Communication patterns and silence; Exercises	Assigned readings	Continue daily journaling; Practice the process; See the process in action
3	Managing the therapeutic session: structure & intentionality; Film: Gestalt work (Perls, Steve) Effectively responding to cognitive content; Film: Solution-focused therapy Dreamwork seminar Exercises	Assigned readings	Continue daily journaling; Practice the process; See the process in action
4	Pass/Fail Participation Feedback Distributed Adding affective responding to the understanding of cognitive content; Film: McGoldrick video Exercises	Assigned readings	Continue daily journaling; Practice the process; See the process in action
5	Articulating issues and goals, treatment planning; Writing a treatment plan Exercises	Assigned readings	Continue daily journaling; Practice the process; See the process in action
6	Putting it all together – integrative strategies Becoming a therapist with a model of change: theoretical choices Cognitive therapies Emotion-focused therapies Exercises	Assigned readings	Continue daily journaling; Practice the process; See the process in action
7	Review personal skills development; Final video recording with surprise partner	Have a brief chat with your	Continue daily journaling

¹ The instructor will select exercises from the text and other sources to enhance your practical learning in relationship with the more conceptual parts of the course. These experiences are crucial to your learning and you should work hard, in journaling and in class discussions, to articulate your understanding as it develops.

² These experiences are designed to expose you in a more immediate sense to the practice, reality, and possibilities of psychotherapy. You should not approach them as you were a client, but rather as a participant learner. Never go farther with the experience than is comfortable for you – your call.

		assigned partner about possible topics you might discuss as an assigned “client” for taping	
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Course Assignments and Requirements:

1. **Regular class attendance is mandatory.** Skills development is the primary focus of this class and **reading will not substitute for supervised skills practice.**
2. As defined by the instructor, appropriate levels of interaction/participation during classroom discussions, activities, and demonstrations. I will assign you a pass-fail grade at the 4th class meeting, with comments as appropriate. If I assign you a “fail” at the 4th week, and you do not improve to a passing level by the end of the semester (that is, if your participation grade remains a “fail”) you will not pass the course. An appropriate (as defined by instructor) level of interacting/participation during classroom discussions, activities, and demonstrations is necessary to earn a grade of B or better. (The rubric here is simple: Do you appear to listen to others in the class, occasionally making appropriate remarks regarding content that suggest you are thinking about the processes we discuss.)
3. The most important component of participation lies in your committing fully to skills training by practicing interviewing and relational skills during class sessions, as well as in preparing your video recordings. As resources permit, we will review these recordings in group supervision.
4. Students will make three video recordings of interview/relational sessions with an *assigned* class peer. For the video recordings you will interview the same person, but this will change for the fourth and final video recording (see 5 below). The person who interviews you will not be the same person whom you interview. We will identify, define, discuss, and practice these skills in class. Submit each recording on its due date, accompanied by a written self-analysis of your performance (placed in the eCollege dropbox for the week that the recording is due). If you are going to post your video recordings to an eCollege dropbox (recommended), it will have to be in a format that I can *easily* use. I will provide specific instructions regarding recording procedures, content, and evaluation (“VIDEO RECORDING INSTRUCTIONS” on eCollege). If your recording is made on a DVD, then I can play it on a device I have access to and you need only give me the disc. On the last day of class, we will collectively wipe our recording devices clean and delete all recorded copies of your interviews.
5. Each student will make a final video recording with an assigned peer, demonstrating mastery of the skills acquired during the course. I will provide specific instructions regarding taping procedures, content, and evaluation (FINAL VIDEO RECORDING INSTRUCTIONS). We will review these recordings on the last day of class in group supervision.
6. You should write journals almost every day for the duration of the semester, and then turn in for a grade a typed 6-12 page summary of your journaled experience of this class, its content, and your individual experiences, focusing on the positive aspects which have assisted you in becoming a more effective therapist and interviewer. Turn in your journal summary in the dropbox for week 15. The last day of class I will need to see a hard copy of your actual journal. I will not read it, but I want to see if you actually did it, making a review of your summary something that is not too bogus.
7. Two examinations over reading and class content.

Exam 1: online on or about 15 July

Exam 2: online on or about 12 August

8. Here is a table specifying due dates and prep for several of the class assignments.

Assignment	Date & Time Due	Preparation
Video Recording #1	24 June, 6:00 pm	Make recording no later than 22 June Review recording Complete the self-evaluation of your recording
Video Recording #2	8 July, 6:00 pm	Make recording no later than 6 July Review recording Complete the self-evaluation of your recording
Video Recording #3	22 July, 6:00 pm	Make recording no later than 20 July Review recording Complete the self-evaluation of your recording
Final Video Recording	5 August, 6:00 pm	Make recording no later than 2 August Review recording Be prepared to show recording to entire class on 5 August or 12 August as assigned
Journal Summary with Confirmed Journal	12 August, 6:00 pm	Write weekly <u>multiple journal entries</u> concerning your development as a psychotherapist/counselor <u>each week of the semester</u> Prepare a summary of your journal experience by 11 August

Grading Procedures:

I will base your grade on the following components:

Exams: Two multiple-choice format exams based on course content, @100 points apiece.

Developmental Video Recordings: Three video recordings prepared according to instructions provided in the class, the first two @ 50 points apiece, and the last one at 100 points. I will grade these according to the following scheme (total points = 200):

√+ – exceptionally high performance, worth 45-50 points (90-100 for the final recording) (A)

√ – expected level of performance, worth 40-44 points (80-89 for the final recording) (B)

√- – minimal level of effectiveness or distracting, worth less than 40 points (80 for the final recording) (C or below).

Because learning in this course is developmental, a recording which earns a check plus (√+) at the beginning of the course would, if turned in later in the course, quite probably receive a lower rating. Basically, this suggestion means that the standards for a given rating get higher as the semester

progresses. We will discuss these criteria in class, but they are also in part based on my judgment (and thus on criteria which can be articulated only on an *a posteriori* basis).

Final Live/Recorded Video. A final video recording, made in the clinic and reviewed in group supervision on the last class day, @ 100 points.

Journal Summary with Confirmed Journal. A journal summary as described above, @ 100 points.

Participation and Effort. Pass-fail. You must pass this section in order to earn a grade of A or B in the course. Failing in participation and effort will net you an F in the course (see simple rubric above). If you pass participation and effort, and have no more than one absence (see below) you will get a grade based on the points accumulated on the tasks described above.

Attendance: All other things being equal, you will perform better in this course if you come to class regularly. We are all adults and I understand that you may have many priorities, planned and unplanned, which exceed those of this course. Still, things happen in college classrooms which are crucial to becoming educated and for which it is difficult (perhaps impossible) to test. Sometimes these things are serendipitous and represent the most significant of our learnings; and of course in some class periods they may not happen at all. They usually are unpredictable and rely on spontaneous exchanges involving students and (sometimes) the professor. They may also occur before the instructor arrives, or at a break. In this class they will happen in the midst of the exercises you do, in and out of class, and when you are reflecting on them with other students. They are worth the wait and the occasional intervening tedium. When you are absent – even if someone takes notes for you (which is often useless in a class like this) – you will miss them. The nature of this course, involving as it does, supervised skills development, the acquisition of professional attitudes and conduct, and intensely relational experiential learning, intensifies the necessity of attending class. To ensure that this vital part of your education is there for you, I will enforce the university's absence policy in the following way:

If you have more than one absence, *either excused or unexcused*, I will assign you a grade of "F" in this class. You may avoid this fate by officially dropping the course, and I will assign you a grade indicating that you dropped while passing. For purposes of this policy, an **absence occurs if you miss 10 or more minutes of a single class period, from the scheduled beginning (or my arrival, whichever is later) to the scheduled end of the period (or my dismissing you, whichever comes earlier).**

As implied elsewhere, some (but not all) work in this course may be made up if it was missed due to an excused absence. University policy permits the instructor of a class to define valid excuses for an absence. I include, in general the following things as valid reasons for missing a class:

- (1) participation in an authorized university activity;
- (2) illness of the student or a first-degree relative who cannot be provided *necessary* care without the student's missing class;
- (3) documented alien abduction of the student exceeding 12 hours in duration;
- (4) death (or imminent death) in a student's immediate family; and
- (5) fulfilling one's legal responsibilities (jury duty, court hearings) as a citizen.

Such excuses must be documented to my satisfaction, including support for the notion that you had no choices (e.g., alternative university activities, legal continuance, sonogram of alien fetus, etc.). Your job is *not* an excuse for missing class for which I will let you make up the work. If you miss a classroom experience (viz., lecture, discussion, demonstration), I will not participate in your making up the experience (but I may help you find another way to do so).

<i>In order to earn a/an</i>	<i>you must earn</i>
A	460 points
B	410 points
C	380 points
D	300 points

ASSIGNMENT RUBRICS:

I will add assignment rubrics to this syllabus when the class begins.

CONDUCT:

General Considerations. Admission and attendance in a college or university form an honor and a privilege. Where tuition and other expenses are subsidized, either by private or public funds,³ the person has received an additional trust that inherently entails conducting one's affairs as a student within the constraints of civil society. In this class I will expect you behave in a way that is respectful of others, their right to receive (and deliver) elements of a college education, and their identities as unique persons in the world. I expect us all to act toward others as we would like them to act toward us.

I will also expect you not to plagiarize,⁴ steal or otherwise procure tests or other class materials that are not supposed to be publicly available (including copyright violations), or cheat on examinations. I will give you an F for any of these actions, and I will make an appreciable effort to have you dismissed from the university.

Here are some other dos and don'ts that will also be a part of our code of conduct in class:

1. Far beyond the particulars of this course, do respect the divine principle of the universe, which seems to be detectable both in ourselves and in other people, and which at the same time goes beyond any created thing. As one deity is said to have put it: "Inasmuch as you have done it to the least of these [e.g., other students and the teacher, other enemies], you have done it also to me."
2. Do remember that this course is about a limited area of empirical content; don't forget that there are bigger realities. This is just a course.
3. Don't talk trash in excess. Occasional right-brain language epithets may be okay for emphasis, but learn to use your language more elegantly than that (or remain silent).
4. Do take some time off from constant work during the semester. Do remember to reflect on things beyond the course. (This is not an injunction to ditch class, but rather a reminder to place your studies in perspective.)
5. Do let those who support and have supported your educational efforts know how much you appreciate them sometime during the term.

³ All students at public colleges and universities in Texas receive at least partial subsidy of their college educations.

⁴ A person who uses someone else's work as his or her own is guilty of plagiarism. The person does not have to quote other writers verbatim in order to plagiarize.

6. Don't attack the person of another member of the class.
7. Don't sexually (or otherwise) harass a member of the class.
8. Don't steal others' work.
9. Don't distort the truth, about either your data, its sources, or your colleagues.
10. Do be satisfied with where you are in your own professional development. Others may be farther along than you, but don't waste time envying them. Do work to become the person you were meant to be.

Section 11 - Faculty are required to include in their course syllabi the following statement: "All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)

Specific Conduct Issues Pertaining to This Class.

1. Because of the clinical and psychological nature of this course and many of the activities it entails, students and faculty must conduct themselves in conformity with the current Code of Ethics of the American Psychological Association. This injunction applies especially to matters of confidentiality, but I will expect you to be familiar with the entire Code and its requirements (<http://www.apa.org/ethics/>). Comparable material from the National Association of School Psychologists and the American Counseling Association may be found at http://www.nasponline.org/standards/2010standards/1_%20Ethical%20Principles.pdf and <http://www.counseling.org/resources/codeofethics/TP/home/ct2.aspx> (this one gives you the link to the PDF).
2. Every time that we meet class we will work on specific clinical skills, and subsequent skills will build on the ones developed in prior sessions. We are scheduled to meet on 10 occasions, and, frankly, you should not miss any of those classes (see also the absence policy above). Certain activities carried out under supervision in those classes will form part of the basis of your grade. Making up these activities due to an absence, excused or not, will not be an available option. Absence will thus likely lower your grade.

NON-DISCRIMINATION POLICY

Faculty members teaching courses must also include in their syllabuses the following disavowal of discriminatory practices by the university (I have touched it up to name the university correctly, and to eliminate an unnecessarily ugly passive voice construction):

[Texas] A&M [University]-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, [we will maintain] an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression ~~will be maintained~~.

REQUESTS FOR SPECIAL ACCOMMODATIONS:

The university encourages faculty members to include in their course syllabi the following statement:

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that

provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
 Texas A&M University-Commerce
 Gee Library
 Room 132
 Phone (903) 886-5150 or (903) 886-5835
 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

GUY TEACHING COURSE:



Steve Ball

Associate Professor of Psychology

academicstevie@yahoo.com (Note that by my employment agreement with this university, communication *from me to you* on this email address is not official.)

steve.ball@tamuc.edu

Office: Binnion 101

Phone (In Developmental Cognition Lab (which is also my office) – switches to fax after 7 rings, sometimes fewer): 903-886-5586 – go to Binnion 101 to find me during office hours or during another appointed time

Community Counseling & Psychology Clinic: Binnion 101 (903-886-5660)

Office Hours: by appointment (specific times to be determined after classes begin)

Class Schedule: PSY 508

Wednesday 5-9 pm

PSY 691

Clinic hours TBA ~Tuesday-Thursday 10 am-430 pm

Psychology 508
Texas A&M University-Commerce
Student Agreement Form

I have read and agree to abide by the terms of the document entitled " Psychology 508, Theory and Techniques of Applied Psychology, *Syllabus* (Revised December 2013)," and hereinafter referred to as "the syllabus." I understand and agree that my opportunity to receive the training that the course involves is contingent on my abiding by the terms of the syllabus, as well as in my compliance with any and all specific directives consistent with the syllabus and given me by the instructor of record. I further understand and agree that my failure to comply with the terms of the syllabus or such directives is a sufficient basis for my being removed from the course roll without notice. I also understand and agree that in carrying out the activities of this course I will be making use of space and resources allocated by Texas A&M University - Commerce to the Community Counseling and Psychology Clinic (hereinafter identified as CCPC). I further understand and agree that my activities as a part of this course which involve CCPC space and resources must be subordinate to the Clinic's policies, procedures, and ongoing activities. In particular, I understand and agree that I will respect the needs of Clinic personnel to carry out their activities and the rights of the Clinic's clients to privacy and confidentiality.

I understand and agree to both video recording and (if necessary) audio recording of my activities as part the requirements of this course. I further give my consent to the instructor of the course to use these recordings in the teaching of this course (for the semester in which the course is taken only), including group supervision in which other class members will view or hear the tapes, and in which the instructor or other class members may critique my actions.

Student Name (Printed): _____

Student Signature

Date

Witness Signature

Date

Witness Signature

Date

Agreement to Maintain Confidentiality in Clinical Observation

As a part of my training in psychology, counseling, or social work at Texas A&M University-Commerce University, I herewith acknowledge that I have chosen to observe clinical exchanges between professionals, or other professionals in training, and other persons who are actually clients, or who are offering their own content (expressed thoughts and feelings) in an effort to play the role of a client for pedagogical purposes. I understand that all such exchanges are to be kept in strictest confidence and otherwise treated in accordance with the current codes of ethics of the American Psychological Association, the National Association of School Psychologists, and the American Counseling Association. I agree that my ethical and legal obligations include (without being limited to) discussing what I have observed in no place but the observation area from which I have seen and heard it, or in an appropriate supervision session with my clinical supervisor or teacher as designated by the university. I agree to comply with this restriction, and I further agree that I will never discuss the observations I make, or the identities of the persons observed, with any outside party, including other students in training who were not privy to the observations themselves or legitimately a part of the supervision sessions mentioned above.

Printed Name of Student in Training

Date

Signature of Student in Training

Signature of Witness