

**Rutgers, The State University of New Jersey**  
**Graduate School of Education**

15:297:501:02 Introduction to Counseling and Interview Skills  
Spring 2012  
Tuesdays, 4:50 pm -7:30 pm

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**Course Description:** This course will provide a learning experience that will connect counseling theory and practice to the collegiate setting relevant to college student affairs. This course is designed to serve as a form of professional preparation in which students will have the opportunity to learn effective counseling skills, including developing basic listening, conflict resolution, interviewing, and referral skills within a multicultural perspective. Essential in acquiring counseling and interview skills and techniques is the ability to (1) establish an effective relationship, (2) set an appropriate tone in a counseling setting, (3) explore client presenting issues, (4) set mutually agreeable, when possible, goals, and (5) implement closure via termination.

**Course Objectives:**

1. Describe principles and practices of counseling
2. Understand counseling theories and practices for college student affairs
3. Demonstrate, in class exercises and individual sessions, a thorough understanding of effective counseling skills including listening, communication, conflict resolution, and interview skills.
4. Gain an awareness of appropriate counseling theories and techniques
5. Examine and implement intervention skills in college student affairs
6. Effectively apply information and insights gained in readings and class discussion to practical situations
7. Identify referral situations and know how to refer
8. Explore effective individual and group interventions
9. Examine multicultural issues in counseling and development
10. Understand professional and ethical issues in counseling and college student affairs

**Teaching Philosophy:** I believe that students learn as a result of active engagement in the learning process. It is my responsibility as a teacher to provide a supportive, culturally sensitive atmosphere conducive to learning. I believe that my function is to provide knowledge relevant to theory, research, and practice in the course content area. Furthermore, it is my function to facilitate an interactive learning environment that provides students the opportunity to demonstrate acquisition, synthesis, integration, and application of course content area. I believe that the learning process

requires a condition of “shared-responsibility,” that is, both students and I are expected and obligated to actively approach and achieve the goals and objectives set forth in the course. I recognize that this principle of “shared-responsibility” dictates that I as a teacher create a fluid, dynamic, and circular feedback process for adjusting and/or modifying the goals and objectives as defined by the changing needs and interests of the students whenever possible.

The learning process requires that students actively engage themselves in the search for deeper understanding about aspects of life. In this course the aspect of life we will primarily explore relates to the counseling profession, the helping relationship, and the essential counseling and interview skills necessary for working with culturally diverse individuals, groups, and families in various settings particularly college and university campuses.

**Methods of Instruction:** You may be exposed to a variety of teaching/learning methods which may include: lecture/discussion, video presentations, experiential exercises, group interactions, power point presentations, laboratory practice, feedback, and self-assessment & evaluation for mastery, use of internet resources and student research.

#### **Required Texts:**

Reynolds, A. L. (2009). *Helping college students: Developing essential support skills for student affairs professionals*. San Francisco: Jossey-Bass.

Okun, B. F., & Kantrowitz, R. E. (2008). *Effective helping: Interviewing and counseling techniques* (7<sup>th</sup> ed.). Pacific Grove, CA: Thomson Brooks/Cole Publishing.

### **Course Expectations**

**Attendance & Process:** This course will involve both didactic and experiential components to facilitate learning. Regular attendance is mandatory since much of the course is based on group discussion and in-class activities that cannot be made up. **Your grade will be dropped a letter grade if you miss three or more classes.** For example, if a student currently has an "A" in the class and misses 3 classes, the student grade will be changed to a "B". The process and outcome of this class will depend on each of our contributions. Thus, each class member is asked to be ready and committed to explore your own personal and professional self through class discussions, in-class activities, and class assignments.

**Readings:** Students are expected to read assigned material **BEFORE** class and come prepared to discuss the topic(s). Your active participation during each class session will contribute to the learning process for all involved. In addition, participation by every student is crucial for psychological “safety” and personal growth. The more each of us gives, the richer the experiences will be for all of us. Come to class prepared to raise

questions, discuss topics and participate in class activities. Additional readings may be assigned throughout the course.

**Expectations of Professionalism:** Student Rights and Responsibilities:

1. To ask for clarification at any time.
2. Secure, activate and frequently check your email.
3. Attend class on time; late arrivals disrupt the learning environment.
4. Have access to all required textbooks and assigned articles.
5. Have access to and utilize the world wide web/internet
6. Turn-off cell phones or change setting to vibrate.
7. Be courteous and treat all persons in the classroom with respect; different opinions will be shared/expressed to the extent that not everyone will be in agreement (i.e., cultural, environmental differences).
8. Students have the right to express opinions in a respectful and timely manner.
9. Confrontations will be presented professionally; remember that counselors are advocates for conflict resolution (Feedback stem: What worked for me was...What didn't work for me was...).
10. Students with known physical/mental limitations must contact Disability Services and the instructor at the beginning of the semester so that accommodations can be arranged.

**Confidentiality:** All personal material shared both verbally and in writing will be treated confidentially by both faculty and students. Students **MAY NOT** discuss the content of material that emerges in the role play or in class discussion outside of class. Because of the nature of this class, students may engage in some self-disclosure. You are expected to set appropriate boundaries regarding personal information you share with the class. In this course students will learn to express themselves openly (disclosure) and trust the counseling process, therefore, maintaining confidentiality is required. If you wish to share with others outside of the classroom, please reveal only your own reaction and experience, but not those of your classmates. This is an important aspect of shared-responsibility and professional ethics that will help us to maximize our learning experience and process. Each of you is considered to be a developing professional in college student affairs.

**Academic Integrity:** Students are responsible for understanding the principles of academic integrity fully and abiding by them in all their work at the University. Students are also encouraged to report alleged violations of academic integrity to the faculty member teaching the course in which the violation is alleged to have occurred. See <http://academicintegrity.rutgers.edu/integrity.shtml> for detailed specifications.

**Students With Disabilities:**

*"Rutgers, the State University of New Jersey abides by the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments (ADAA) of 2008, and Sections 504 and 508 which mandate that reasonable accommodations be provided for qualified students with disabilities and accessibility of online information. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Kreeger Learning Center, 151 College Ave, Suite 123, phone number 732-932-2848. I look forward to talking with you soon to learn how I may be helpful in enhancing your academic success in this course."*

## COURSE READINGS, ASSIGNMENTS & ACTIVITIES

**Course Schedule Outline:** The course schedule, requirements, procedures, contents, etc. provide a general plan for the course; deviations may be necessary once the course is underway. Students will be informed of any changes during regular class meetings. It will be each student's responsibility to stay informed of any changes.

Date	Reading	Topics	Activities & Assignments
<b>January 17</b>	Reynolds 1	Introduction, Overview of Course and the Counseling Process; Triads, Presentations	
	Okun 1	Student Affairs Practitioners as Helpers Introduction	
<b>January 24</b>	Okun 2, 10	The Helping Relationship and Issues Affecting Helping	
	Reynolds 3	Ethical Implications for Helping in Higher Education	
<b>January 31</b>	Reynolds 6 Okun 3	Microcounseling Skills Communications Skills	
<b>February 7</b>	Okun 4	Stage 1: Building Relationships and Establishing Goals	<i>POI due</i>
	Reynolds 2	Mental Health Needs and Realities on Campus	
<b>February 14</b>	Reynolds 5	Becoming a Multiculturally Competent Helper	<b>TMC #1</b>
<b>February 21</b>	Okun 7	Introduction to Strategies	<b>TMC #2</b>
<b>February 28</b>	Okun 8	Stage 2: Applying Strategies	<b>TMC #3</b>
<b>March 6</b>	Reynolds 4	Underlying and Relevant Helping Theories Current Theoretical Perspectives	<b>TMC #4</b>
	Okun 6		
			<i>SAE #1 due</i>
<b>March 13</b>	<b>SPRING BREAK</b>	<b>SPRING BREAK</b>	SPRING BREAK
<b>March 20</b>	Reynolds 7	Conflict and Crisis Management	<b>TMC #5</b>
	Reynolds 8	Group Dynamics and Skills	
<b>March 27</b>	<b>ACPA Conference</b>	<b>ACPA Conference</b>	<i>ACPA Conference</i>
<b>April 3</b>	Reynolds 9	Supervision	<b>TMC #6</b>
	Reynolds 10	Looking to the Future: Integrating the Helping Role	
			<i>ACPA Paper Due</i>
<b>April 10</b>		Group Presentations	<b>TMC #7</b>
		Guest: Dr. Amy Reynolds? ( <i>Will combine with Dr. Mobley's section</i> )	
<b>April 17</b>		Group Presentations	
<b>April 24</b>		Group Presentations	<i>SAE #2 due</i>

## Course Required Assignments

**Student Participation (10%)** It is critically important that each student participate in class as a result our learning process and outcomes will be enhanced.

**Triad Mock Counseling (TMC) Self-Assessment and Evaluation (SAE) (15% each for a total of 30%)** You will be expected to write two assessment summaries of your TMC sessions. The first self-assessment and evaluation summary will be due **March 6, 2012 covering sessions #1 - #3** and the second self-assessment evaluation summary will be due on **April 24, 2012 covering sessions #4 - #7**. You will be expected to utilize content knowledge gained from the course readings, lectures, discussions, etc. in completing your SAE. It is **absolutely critical** that you write about specific concepts, ideas, and skills related to counseling, the therapeutic relationship, and the counseling process in writing your SAE. This will allow me to assess your content knowledge gleamed from the course readings, lectures, discussions, etc. and your understanding regarding how to implement counseling and interview skills, techniques, and strategies. You will be provided with additional information and instructions for completing the SAE. **Each Mock Counseling Session must be uploaded into SAKAI by Saturday at 12 noon.** Your overall grade will be decreased by 10% for any counseling session uploaded after 12 noon on Saturday.

**Weekly Mock Counseling Session Case Note (10%)** You are required to write a mock counseling session case note after each session. Please see samples for how to complete case note. You are required to upload your session case note into SAKAI by Saturday at 12 noon. Your overall grade will be decreased by 10% for any case note uploaded after 12 noon on Saturday. You will receive a sample format for writing session case note.

**Professional Orientation Interview- POI (10%)** To demonstrate familiarity with (1) professional training and development process of college student affairs (CSA) and (2) how counseling and interview skills are utilized by CSA professionals each student will be expected to interview a CSA professional within a setting of interest. You need to develop at least 10-12 interview questions based upon two goals stated above. You will write a report (**2 – 3 pages; doubled spaced typed**) on the interview experience that includes the date of the interview, name and CSA profession title, a summary of the interview integrating the interviewee's answers and your reactions. Please attach a separate sheet including your list of questions developed for the interview. **Due February 7, 2012**

**ACPA Paper (5%)** Students will be required to attend a session during ACPA which focuses on counseling and interviewing skills. You are expected to write a paper (**2 – 3 pages; doubled spaced typed**) providing a summary of the session highlighting specific concepts, issues, processes, etc. as addressed in course readings. **Due April 3, 2012**

**Small Group Presentation (25%)** Students will be required to complete small group (3-4 individuals) presentations. The topic must reflect an issue or concern specific to the mental health and well-being of college students which is likely and commonly addressed by college student affairs professionals. Topics must be submitted in writing to the professor for approval by **February 14, 2012**. The length of the presentation should be approximately 45-60 minutes including active facilitation of interaction, dialogue, potential experiential exercises, and a period for audience questions and responses. Presentations should demonstrate a thorough review of pertinent literature, teach one's classmates, and reflect the level of quality of a professional conference presentation. Each presentation should include a handout for both students and faculty. **Presentations will take place on April 10<sup>th</sup>, April 17<sup>th</sup>, and April 24<sup>th</sup>.**

### Performance Evaluation Criteria and Procedures

#### Evaluation

1. Student Participation (10%)	100 points
2. Triad Mock Counseling SAE (40%)	200 points
3. Weekly Session Case Notes (10%)	100 points
4. Professional Orientation Interview (POI) (10%)	100 points
5. ACPA Paper (5%)	100 points
6. Small Group Presentation (25%)	100 points
Total Points possible	700 points

#### Grading Formula:

A letter grade consistent with the student's performance on written assignments, class presentation, self-assessment and evaluation summaries, class attendance, participation, conduct and other class activities will be awarded upon completion of the requirements for this course. Grades will be determined based on the accumulation of points as listed above. Class attendance, participation and conduct will also be factored into this point system with reduction of points for each unexcused absence. Grades based upon the point system will be as follows:  
A: 90-100 B: 80-89 C: 70-79

Further narrative associated with grading for student evaluation is as follows:

**A** Mastery of material, content, and concept. Superior demonstration of counseling skills at the masters' level. The student had completed all assignments on-time. The student had perfect attendance, participated in role plays and class activities

**B** Satisfactory understanding of material, content, and concept at the masters' level. The student consistently demonstrated counseling skills at the masters' level. The student's assignments were submitted to the instructor no more than one day after the due date. The student had no more than one absence, participated in role play and class activities.

**C** The student demonstrated a lack of counseling skills and knowledge expected at the masters' level. This student may have had the competency to complete the assignments, but have not demonstrated commitment to the class (3 or more absences), lacking punctuality and preparation for class. Further supervision and work is needed to perform appropriately at the masters' level.

#### Self-Assessment Evaluation of Course Participation & Readings

<i>Points Possible</i>	<i>Description</i>	<i>Points Received</i>
0 – 12 points	<ul style="list-style-type: none"> <li>-Does not ask questions or make comments that indicate familiarity with topics for course</li> <li>-Does not participate actively or take risks during course</li> <li>-Misses course often</li> <li>-Is often late or leaves early w/out due reason</li> </ul>	
13 – 25 points	<ul style="list-style-type: none"> <li>-Rarely asks questions or makes comments that indicate familiarity with the topics suggesting not being prepared for course</li> <li>-Does not actively participate or take risks throughout course</li> <li>-Misses no more than 1 course meeting w/o prior arrangement</li> <li>-Is occasionally late or leaves early w/out due reason</li> </ul>	
26 – 38 points	<ul style="list-style-type: none"> <li>-Occasionally asks questions or makes observations that indicate reflections, some familiarity and knowledge of course readings</li> <li>-Moderately participates actively and take risks throughout course</li> <li>-Misses 1 course meeting with prior arrangement</li> <li>-Is never late or leaves early w/out due reason</li> </ul>	
39 – 50 points	<ul style="list-style-type: none"> <li>-Regularly asks questions or makes observations that indicate reflection, familiarity and knowledge of course readings</li> <li>-Consistently participates actively and takes risks throughout course</li> <li>-Attends course regularly (no missed course meetings)</li> </ul>	