

**Rutgers, The State University of New Jersey
Graduate School of Education
Programs in School Counseling and Counseling Psychology**

Fall 2013
Introduction to Counseling and Interview Skills
Th 4:50-7:30pm
15:297:501:01

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Course Description: This course provides an overview of the counseling profession, with a specific concentration on its philosophy, history, associated theories, and practice. The helping relationship focusing on foundational concepts necessary for working with culturally diverse individuals, groups, and families will be examined. Attention will be devoted to understanding the characteristics of effective counselors, development and refinement of communication techniques fundamental to establishing and maintaining a counseling relationship, and development of professional identity.

Course Objectives:

1. Describe the history and philosophy of the counseling profession, including significant factors and events (CACREP II.K.1.a standard)
2. Identify professional roles, functions and relationships with other human service providers (CACREP II.K.1.b standard)
3. Understand the purpose and value of professional organization, licensure, certification and accreditation and the effects of public policy on these issues (CACREP II.K.1.g standard)
4. Understand ethical standards of professional organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP II.K.1.f standard)
5. Understand the counselor's role in helping a socially and culturally diverse populations including multicultural and pluralistic trends, characteristics, and concerns with and among diverse groups nationally and internationally (CACREP II.K.2.a; II.K.2.c - 2.f standards)
6. Demonstration of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities and interventions designed to foster students' understanding of self and culturally diverse clients (CACREP II.K.2.b standard)

7. Understand counselors' roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.K.2.f standard)
8. Understand the nature of the helping relationship including characteristics and behaviors that influence the counseling process and optimal human development(CACREP II.K.3.c; 3.d; II.K.5.b standard)
9. Demonstrate an understanding and effective use of essential interviewing and counseling skills (CACREP II.K.5.c standard)
10. Demonstrate an understanding of counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model of counseling (CACREP II.K.5.d standard)
11. Demonstrate knowledge of use of groups for counseling, psychoeducational, and therapy/support purposes; group dynamics, leadership qualities & styles, theories/models, and preparation standards within context of ethical and legal parameters (CACREP II.K.6.a - 6.e standards)
12. Understand general framework for career development, associated theories, information resources, interrelationships, and assessment approaches (CACREP II.K.4.a; II.K.4.b; II.K.4.d - 4.e standards)
13. Understand a general framework for models and practice of consultation (CACREP II.K.5.f standard)
14. Understand the importance of research and program evaluation in advancing the counseling profession and program effectiveness, respectively; Quantitative and qualitative methodologies, action research, single-case design in experimental research, and process vs. outcome-based research; (CACREP II.K.8.a - 8.c; II.K.8.e - 8.f standards)
15. Understand the importance of testing, assessment, and diagnosis in counseling (CACREP II.K.7.a - 7.i standard)

The learning process requires that students actively engage 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 schools, homes, agencies, etc.

Methods of Instruction: You may be exposed to a variety of learning models which may include: lecture; experiential exercises; interpersonal interactions with students, faculty and/or guests; small and large group discussion; power point presentations; reading assignments; homework assignments; writing/reflection assignments; participation in triad model - interviewing follow trainees through role-play; laboratory practice and feedback; films, DVD, or audio recordings; review of research via counseling-related journals; use of internet resources; and self-assessment & evaluation for mastery.

Required Texts:

Gladding, S.T. (2013). *Counseling: A comprehensive profession* (7th ed.). Upper Saddle River, NJ: Pearson.

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

Suggested Materials: Access to a **digital recorder** will enable you to review your counseling sessions. You also may download a free copy of Audacity (easy to use, multilingual software for recording and editing) <http://audacity.sourceforge.net/>

Course Expectations

Attendance & Process: You will engage in 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. 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.
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 trainee in the counseling professional.

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.

COURSE READINGS, ASSIGNMENTS & ACTIVITIES

Course Schedule Outline: The course schedule, requirements and procedures 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	Readings	Topics	Activities & Assignments
Sept. 5	Gladding 1	Overview of Course/ Counseling Process History of and Trends in Counseling	Class Discussion
Sept. 12	Gladding 2 Okun 10 (275-292)	Personal and Professional Aspects of Counseling	Class Discussion
Sept. 19	Gladding 3; Okun 10 (292-306)	Ethical and Legal Aspects of Counseling	Case Examples
Sept. 26	Gladding 4, 5	Multicultural Society & Diverse Populations	Class Discussion <i>Autobiography Due</i>
Oct. 3	Okun 1, 2	Introduction & The Helping Relationship	Counseling Practice Sessions
Oct. 10	Okun 3, 4	Communications & Stage 1: Building Relationships and Establishing Goals	Counseling Practice Sessions
Oct. 17	Gladding 6, 7, 8	Building, Working in, & Terminating Counseling Relationships	Counseling Practice Sessions
Oct. 24	Gladding 9 Okun, 5, 6	Psychoanalytic, Adlerian, and Humanistic Theories	Counseling Practice Sessions
Oct. 31	Gladding 10	Behavioral, Cognitive, Systemic, Brief, and Crisis Theories Current Theoretical Perspectives	Counseling Practice Sessions <i>Take-Home Quiz</i>
Nov. 7	Okun 7, 8	Introduction to and Application of Strategies	Counseling Practice Sessions
Nov. 14	Gladding 12 Okun 9	Applying Strategies Consultation Crisis Intervention	Class Discussion
Nov. 21	Gladding 15, 16, 17	Counseling Specialties Group Presentations Career, Marriage, Couple, and Family, Professional School Counseling	<i>Presentations Reflection Paper Due</i>
Nov. 28		No Class- Thanksgiving	
Dec. 5	Gladding 15, 16, 17	Counseling Specialties Group Presentations Career, Marriage, Couple, and Family, Professional School Counseling	<i>Presentations</i>
Dec. 12	Gladding 18, 19, 20	College & Student-Life, Abuse and Disability, Mental Health & Private Practice	<i>Presentations</i>
Dec. 19			<i>Take-Home Quiz</i>

Course 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.

Autobiography (20%) The purpose of the autobiography is for you to explore your process of considering or choosing counseling (or related field) as a profession. The autobiography should be typed, double-spaced, with 1" margins all around, and **2 - 4 pages** in length. The paper is based on the current assessment of your development and should include:

- Brief personal history (i.e., past employment experiences, life experience, where you have lived, values, hobbies, social interests – those experiences or lived realities that you will bring to the counseling experience).
- What are your beliefs about human nature and change?
- What factors have influenced your career choice? Or why did you choose to take this class? (other than the class as a course requirement)
- Are there any themes in your life that have influenced your decision to pursue counseling as an area of study?
- If so, will these themes help or hinder your development and in what ways?
- What are your special interest areas in counseling?
- Which populations are you most interested in working with as a counselor?
- Which populations are you least interested in working with as a counselor?
- Which clients would you consider to be the most difficult? What do you consider to be the barriers in helping the clients you identified?
- What do you perceive to be your limitations or areas of growth? Explain
- What do you perceive to be your strengths? Explain
- What additional areas of training do you think you will need in order to become an effective counselor?

❖ **Be creative and thoughtful in your response.**

❖ **Autobiography is due September 26, 2013.**

Take-Home “Quizzes” (20%)

There will be two take-home “quizzes” throughout the semester that will ask you to write short essays based on class content and readings in the preceding weeks.

Audio taped Session and Reflection Paper (30%)

Students will participate in audio taped peer counseling sessions. The goals are to experience counseling from both perspectives (counselor and client) and to practice integrating the skills learned during the course of the semester. Please note that the instructor will collect the materials only to check for assignment completion and to maintain the confidentiality of the materials. **Please bring any concerns about your peer clients to the instructor as soon as your sessions are completed.**

The audio taped session and reflection paper will be due on **November 21, 2013**. The reflection paper will be 5-7 double-space, typed pages. Paper will include discussion of the following topics:

1. Your session:

- Your experience as the client. How did it feel? Was the session helpful? What made it helpful? What did your peer counselor do (or not do) that was not helpful?
- Your experience of being a peer counselor. How did it feel? How did the role fit for you? What did you do that was helpful? What did you do that was not helpful?
- What personal strengths did you encounter, generally or with regard to specific skills?
- What personal difficulties did you encounter, generally or with regard to the specific skills? Any personal challenges/weaknesses related to being a peer counselor?
- What feelings/reactions did you have that may have influenced your use of the skill(s)?
- What role might cultural factors (gender, race/ethnicity, age, (dis)ability, sexual orientation, socioeconomic status, etc.) have played in the session?
- We all have biases and they often surface in counseling relationships. Any biases evident in the sessions?
- What did you learn about yourself?

Note: when discussing the peer counseling sessions, the focus is not on the *content* of the sessions but rather on the *process*. Instead of focusing on your client's presenting issue, discuss what you did as a peer counselor and how you felt in the role. It is a chance for you to reflect on the experience and critique yourself as a peer counselor.

2. You as a peer counselor (not specific to session)

- Your personal definition of peer counseling. How did you develop this definition? How does it fit for you?
- Your view of human nature, your values and personality.
- What have you learned about yourself this semester?
- How do you plan to further develop your peer counseling skills after this course? What are your goals for improvement? How do envision working on these goals?

Small Group Presentation (20%) Small group presentations will be given addressing one of the six (6) counseling specialty areas covered in the Gladding text. Your group needs to select content and develop a conference style presentation. The objective of the presentation **is to summarize highlights from the chapter based on group's opinion and research**. The objective of the presentation **is not to review and cover the entire assigned chapter**. Each presentation should include active facilitation of interaction, dialogue, potential experiential exercises, and a period for class questions and responses. Be sure to include a discussion of 1) the major journals in the speciality, 2) any required

certifications, licenses and 3) an example of the academic or practical work that professionals in the speciality might engage.

Performance Evaluation Criteria and Procedures

Evaluation:

Assignment	Percentage
Autobiography	20%
Reflection Paper	30%
Take-home Quizzes	20%
Small Group Presentation:	20%
Student Participation and Attendance:	10%

Grading Formula:

A letter grade consistent with the student's performance on written assignments, class presentation, self-assessment and evaluation summaries, autobiography, 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 10 points reduction for each unexcused absence. Grades based upon the point system will be as follows: A: 91-100 B+: 87-90 B: 80-86 C+: 75-79 C: 70-74 F: 69 or less

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+ / 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+ / 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.