

INTRODUCTION TO COUNSELING & INTERVIEW SKILLS (15:297:501)
Department of Educational Psychology
Rutgers University, Graduate School of Education
Tuesday 4:50-7:30pm, GSE-Room 025B
Spring 2013

Instructor: Dr. Colleen Georges, LPC

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Office Hours: By Appointment

Course Texts & Resources:

Gladding, S.T. (2009). *Counseling: A comprehensive profession* (6th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

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

Required Materials: Each student is expected to have a **digital cassette recorder** to utilize during triad mock counseling sessions and for reviewing your sessions. You will be expected to record all of your sessions (#1 through #6). It is important that you ensure your recorder works well, that is, you are able to clearly hear each counseling session. You will need these recordings in order to effectively and successfully complete your self-assessment assignments.

eCollege: <https://ecollege.rutgers.edu/students.jsp>

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.

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. 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 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 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

| Date | Reading | Topics | Activities & Assignments |
|-------------|---------------------------|---|--|
| January 22 | Reynolds 1 | Introductions & Course Overview Student Affairs Practitioners as Helpers | |
| January 29 | Gladding 2 | Personal and Professional Aspects of Counseling | Case of Stan – Session 1 |
| February 5 | Gladding 18 Reynolds 2 | College Counseling & Student Life Services Mental Health Needs and Realities on Campus | |
| February 12 | Gladding 9 Reynolds 4 | Psychoanalytic, Adlerian, and Humanistic Theories Underlying and Relevant Helping Theories | Case of Stan – Sessions 2 & 3 |
| February 19 | Gladding 10 Reynolds 7 | Behavioral, Cognitive, Systemic, Brief, & Crisis Theories Conflict and Crisis Management | Case of Stan – Sessions 5 & 6 PI Paper Due |
| February 26 | Gladding 6 Reynolds 6 | Building Counseling Relationships Microcounseling Skills | Case of Stan – Sessions 7 & 8 |
| March 5 | NO CLASS | ACPA CONFERENCE | |
| March 12 | Gladding 7 Reynolds 9 | Working in a Counseling Relationships Supervision | Case of Stan – Sessions 10 & 11 TMC #1 |
| March 19 | NO CLASS | SPRING BREAK | |
| March 26 | Gladding 8 Reynolds 10 | Closing Counseling Relationships Looking to the Future: Integrating the Helping Role | Case of Stan – Session 13 TMC #2 SAAI Paper Due |
| April 2 | Gladding 3 Reynolds 3 | Ethical and Legal Aspects of Counseling Ethical Implications for Helping in Higher Education | TMC #3 |
| April 9 | Gladding 4 Reynolds 5 | Counseling in a Multicultural Society Becoming a Multiculturally Competent Helper | TMC #4 |
| April 16 | Gladding 11 Reynolds 8 | Groups in Counseling Group Dynamics and Skills | TMC #5 TMC-SA Paper # 1 Due |
| April 23 | Gladding 15 | Career Counseling Over the Lifespan | TMC #6 |
| April 30 | | Group Presentations | |
| May 7 | | Group Presentations | TMC-SA Paper #2 Due |

Required Assignments (500 points TOTAL)

Professional Identity Paper (PI) (110 points): The purpose of the professional identity paper is for you to explore your process of choosing college student affairs administration as a profession. **The PI paper is due February 19 and should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 6 full pages minimum. The paper should include:**

- Brief personal and professional history (i.e., past employment experiences, life experience, where you have lived, hobbies, social interests – those things that you will bring to the college student counseling experience).
- Why did you choose college student affairs administration as a career?
- What specific area(s) of college student affairs/student populations are you interested in working with and why?
- What particular strengths will you bring to your work counseling college students?
- What current limitations or growth areas would you have to overcome?
- What student populations would you have difficulty working with and why?
- What professional and academic steps will you take to achieve your career goals?

Triad Mock Counseling Self-Assessment Papers (TMC-SA) (110 points TOTAL): You will write two assessment papers of your TMC sessions. **The first TMC-SA is due April 16** covering sessions 1-3 and the second **TMC-SA is due May 7** covering sessions 4-6. **Each TMC-SA should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 3 full pages minimum.** You will be expected to utilize content knowledge gained from the course readings, lectures, discussions, etc. in completing your SAE. It is critical that you write about specific concepts, ideas, and skills related to counseling, the therapeutic relationship, and the counseling process. This will allow me to assess your content knowledge gleaned from the course readings, lectures, discussions, etc. and your understanding regarding how to implement counseling and interview skills, techniques, and strategies. Additional instructions and resources are at the end of the syllabus.

Student Affairs Administrator Interview Paper (SAAI) (110 points): This paper will demonstrate your familiarity with: 1) the professional training and development process of college student affairs (CSA) and 2) how counseling and interview skills are utilized by CSA professionals. To that end, you will interview a CSA professional within a setting of interest. You need to develop at least 10-12 interview questions based upon the two goals stated above. **The SAAI paper is due March 26 and should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 6 full pages minimum.** Include the date of the interview, name and CSA profession title, a summary of the interview integrating the interviewee's answers and your reactions. Attach a separate sheet including your list of questions for the interview.

Small Group Presentation (110 points): You will complete small group (4 individuals) presentations using **PowerPoint or Prezi**. 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 to me in writing for approval by February 19.** The length of the presentation should be approximately 40 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 students. **Presentations will take place on April 30 & May 7.**

Class Participation/Attendance (60 points): It is critically important that each student readily attends, is on time, and actively participates in class to enhance the learning process and outcome.

Triad Mock Counseling Self-Assessment (TMC-SA): Additional Instructions & Resources

Please use the **Observer Assessment of Counselor Behaviors Form (below)** along with the textbook chapters we have read for the course thus far to conduct your self-assessment of your role as a counselor during the Triad Mock Counseling sessions. Approach your self-assessment as an ongoing weekly process. You must review your recorded sessions and take notes regarding your counseling and interview skills. Your self-assessment should address the following areas:

- Description of the Counseling Relationship (development of rapport, trust, honesty, etc) including client's presenting issue/concern/problem; what specific goals were established for counseling; what is the current level of progress in working toward established goal(s); description of the client's presentation in session; identification of any cultural and/or diversity issues for client and counselor.
- Nonverbal and Verbal Behaviors demonstrated by the Counselor
- Identification of Effective and Helpful Behaviors as well as Non-Helpful Behaviors demonstrated by Counselor
- Description of Specific Skills demonstrated by Counselor across sessions (e.g., listening, attending, paraphrasing, leading, empathy, immediacy, etc.)
- Identify 2 specific counseling skills that you need to focus on as a part of your continued growth.
- Any additional information you feel is important to include in your self-assessment

Observer Assessment of Counselor Behaviors Form

Counselor Name: _____

Rate the counselor's behaviors on a scale of 0 to 3:

0 = did not occur, 1 = occurred but needs improvement, 2 = occurred and is adequate, 3 = especially strong on this point

Nonverbal Behaviors

1. The counselor maintained eye contact with the counselee. ____
2. The counselor varied facial expressions during the interview. ____
3. The counselor responded to the counselee with alertness and facial animation. ____
4. The counselor sometimes nodded his or her head. ____
5. The counselor had a relaxed body position. ____
6. The counselor leaned toward the counselee to encourage the counselee. ____
7. The counselor's vocal pitch varied when talking. ____
8. The counselor's voice was easily heard by the counselee. ____
9. Sometimes the counselor used one-word comments, such as "mm-hm" or "uh-huh," to encourage the counselee. ____
10. The counselor communicated warmth, concern, and empathy by smiling and using other gestures. ____

Verbal Behaviors

11. The counselor responded to the most important theme of each of the counselee's statements. ____
12. The counselor usually identified and responded to the feelings of the counselee. ____
13. The counselor usually identified and responded to the behaviors of the counselee. ____
14. The counselor verbally responded to at least one nonverbal cue from the counselee. ____
15. The counselor encouraged the counselee to talk about his or her feelings. ____
16. The counselor asked questions that could not be answered in a yes-or-no-fashion. ____
17. The counselor confronted the counselee with any discrepancies between behavior and communication. ____
18. The counselor shared his or her feelings with the counselee. ____
19. The counselor communicated understanding of the counselee. ____
20. The counselor responded in ways that communicated liking for and appreciation of the counselee. ____
21. The counselor summarized statements and themes to clarify issues for the counselee. ____
22. The counselor sent "I" messages when confronting the counselee or expressing lack of understanding. ____

Other comments on skills: