

**INTRODUCTION TO COUNSELING & INTERVIEW SKILLS**  
**15:297:501 (Section 02)**  
**3 Credits**  
**Monday 4:50-7:30pm, Murray Hall-Room 112**

<b>Instructor:</b> Dr. Colleen Georges, LPC	<b>Email:</b> <a href="mailto:colleen.georges@rutgers.edu">colleen.georges@rutgers.edu</a>
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<b>Office Hours:</b> By Appointment	<b>Prerequisites or other limitations:</b> None
<b>Mode of Instruction:</b> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	<b>Permission required:</b> <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes

**Learning Goals:**

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 Catalog Description:**

Readings, activities, and discussion cover issues in counseling that are basic to a professional counseling relationship. Emphasis is on improving interviewing, listening, and responding skills.

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.

**Class Materials/ Textbooks:**

Gladding, S.T. (2013). *Counseling: A comprehensive profession* (7<sup>th</sup> 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 #10). 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>

### **Other description of course purposes, context, methods, etc:**

**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...).

**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.

### **Grading Policy:**

A	90 – 100
B+	85 – 89
B	80 – 84
C+	75 – 79
C	70 – 74
D	60 – 70
F	< 60

### **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 16 and should**

**be double-spaced with 12-point Times New Roman font, 1" margins all around, and 6 full pages minimum, 8 full pages maximum. 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?

**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 23 and should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 6 full pages minimum, 8 full pages maximum.** 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.

**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 March 30** covering sessions 1-5 and the **second TMC-SA is due April 27** covering sessions 6-10. **Each TMC-SA should be double-spaced with 12-point Times New Roman font, 1" margins all around, and 5 full pages minimum, 7 full pages maximum.** 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.

**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 16.** 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 20 & April 27.**

**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.

#### **Academic Integrity Policy:**

The Office of Student Conduct supervises issues related to violations of academic integrity (see <http://academicintegrity.rutgers.edu>). Please familiarize yourself with the university policy on academic integrity at [http://academicintegrity.rutgers.edu/files/documents/AI\\_Policy\\_2013.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_2013.pdf)

#### **Office of Disability Services:**

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

**Course Schedule:**

<b>Week</b>	<b>Readings</b>	<b>Assignments Due</b>	<b>In Class Activities</b>
Jan. 26	Reynolds 1: Student Affairs Practitioners as Helpers Gladding 2: Personal and Professional Aspects of Counseling		Introductions & Overview Case of Stan – Session 1
Feb. 2	Gladding 18: College Counseling & Student Life Services Reynolds 2: Mental Health Needs and Realities on Campus		TMC #1
Feb. 9	Gladding 9: Psychoanalytic, Adlerian, and Humanistic Theories Reynolds 4: Underlying and Relevant Helping Theories		Case of Stan – Sessions 2 & 3 TMC #2
Feb. 16	Gladding 10: Behavioral, Cognitive, Systemic, Brief, & Crisis Theories Reynolds 7: Conflict and Crisis Management	<b>PI Paper</b>	Case of Stan – Sessions 5 & 6 TMC #3
Feb. 23	Gladding 6: Building Counseling Relationships Reynolds 6: Microcounseling Skills		Case of Stan – Sessions 7 & 8 TMC #4
Mar. 2	Gladding 7: Working in a Counseling Relationship Reynolds 9: Supervision		Case of Stan – Sessions 10 & 11 TMC #5
Mar. 9	Gladding 8: Closing Counseling Relationships Reynolds 10: Looking to the Future: Integrating the Helping Role		Case of Stan – Session 13 TMC #6
<b>Mar. 16</b>	<b>NO CLASS - SPRING BREAK</b>		
Mar. 23	Gladding 3: Ethical and Legal Aspects of Counseling Reynolds 3: Ethical Implications for Helping in Higher Education	<b>SAAI Paper</b>	TMC #7
Mar. 30	Gladding 4: Counseling in a Multicultural Society Reynolds 5: Becoming a Multiculturally Competent Helper	<b>TMC-SA Paper # 1</b>	TMC #8
Apr. 6	Gladding 11: Groups in Counseling Reynolds 8: Group Dynamics and Skills		TMC #9
Apr. 13	Gladding 15: Career Counseling Over the Lifespan		TMC #10
Apr. 20		<b>Group Presentations</b>	Group Presentations
Apr. 27		<b>Group Presentations</b> <b>TMC-SA Paper #2</b>	Group Presentations