Course Description: Introduction to the utilization of interpersonal communication skills in professional settings.
This course will teach you the art of interacting with people both verbally and non-verbally, as well as the ethical and cultural underpinnings to helping and interviewing clients for your future profession. The skills you learn in class can help you not only in human services but in your personal communication with friends and when you apply for jobs (knowing how to present yourself professionally by use of these skills will set you way apart from applicants without these skills). Emphasis will be placed on the understanding of the principles of interviewing and on the demonstrated application of these skills by the student.

*A complete list of standards associated with Programs and Student Learning Outcomes, assignments, and assessments are located on the Perkins College of Education Website.

General Learning Goals & Objectives:
The overall goal of this course is to provide the basic knowledge and skills necessary to be an empathic, ethical and effective interviewer in a variety of helping professions.

Specific learning objectives are as follows:
1. To gain an understanding of the personal and professional aspects of the interviewing process.
2. To develop the skills necessary to be an effective interviewer.
3. To gain an understanding of how multiculturalism affects the interviewing process.
4. To gain an understanding of the various components of an interview along with when and how to use these components.

SACS Student Learning Outcomes
1. Students will have the basic skills to conduct an assessment and communicate their findings
2. Students will be able to know and use effective professional communication skills

Course Activities:
Interviewing is best learned by doing. This course will therefore involve practicing what you learn in the classroom. The course format will involve lectures followed by actually practicing the interviewing process with others. All of this will take place in class. Because knowledge is essential to practice, there will also be exams covering the technical aspects of the material. Outside of class, each student will complete two interviews at our
Counseling Clinic located in HSTC 202 (on the second floor right around the corner from the elevators). Each student is required to provide a USB thumb drive for the interview recording.

**Course Assignments**

**Examinations (300 points)**
- Exam #1 - Preparing to interview (100 points)
- Exam #2 - Basic interviewing skills (100 points)
- Exam #3 - Advanced interviewing skills & odds and ends (100 points)

**Missed Test Policy:** If you miss a test, you will get a score of zero for that test. At my discretion, you may be allowed to remove that zero score by making the test up during dead week; however, I reserve the right to revise the test content (i.e., change test questions or format) or enforce scoring penalties (i.e., final score = 10% off points scored) on the same test content.

**Demonstrated Skills (350 points)**
- Interview #1 (100 points) will last 12 minutes and cover all required skills
- Interview #2 (250 points) will last 15 minutes and cover all required skills and any applicable enhanced skills.
  - **For Interview #2 only,** you will be required to write short essay answering a few questions provided during class regarding your performance as a helper for the second video. This means you will have to watch your video. For grading, I am looking for evidence of careful analysis of your own performance and thoughtful answering of the questions provided. 100 of 250 points will be related to this essay, leaving 150 of 250 points to be based on your performance as a helper on the video.

**Homework & In-Class Activity (150 points)**
- Take home assignments that relate to course content will be distributed and discussed throughout the semester. Depending on time constraints and other factors, these assignments may be given during class as individual or group assignments. Each assignment will be worth 15 points unless otherwise specified, and there will be five homework assignments given throughout the semester, designated on the course calendar. These will be graded for a combined total of 150 points.

**Minute Papers (50 points)**
- Five minute papers will be assigned throughout the semester during class. These allow you to express any thoughts or feelings you have about course material for the week in a few sentences, in response to basic questions posed by the instructor. What I’m looking for is proof that you’re thinking of the material. There are no right or wrong answers. Each minute paper will be worth 10 points.
Participation (50 points)
Class Participation includes:

• Attendance (being in class) and Promptness (being on time to class) = 100 points
  o Each person will be allowed one unexcused absence, after which each unexcused absence will result in a ten point deduction from the possible 50 point total for attendance and participation.
  o If you are more than ten minutes late to any class, consistently late to class, or leave class early without asking beforehand, this may count as an unexcused absence.
  o Why shouldn’t I miss class? In addition to attendance points, each lecture will involve “hidden” slides that are only available for people who are present in class, and for those with excused absences. There will also be five minute papers, each worth ten points. For any given day missed, you run the risk of missing a minute paper, which can’t be made up (unless you have an excused absence), and at least one or two “hidden” slides, material from which I make an extra effort to include on tests. Additionally, when we get to the skills section of the course, it is extremely important for each person to be present not only to learn helping skills through practice for their own benefit, but also to be present to ensure that other groups have an adequate number of people. So know that I respect your freedom not to be in class, but that you’re gambling with your final grade for each class you miss (unless your absence is excused).

• Participation Do’s and Don’ts =
  o Examples of Participation Do’s are:
      ▪ Being engaged with the lecture or group, i.e., “really there”
      ▪ Speaking up in class with questions
      ▪ Demonstrating knowledge of material in response to questions
      ▪ Participating appropriately in class discussion and group activities
  o Examples of Participation Don’ts are:
      ▪ Not speaking up at all in class, ever
      ▪ Dominating class discussions or other activities
      ▪ Having side conversations during class
      ▪ Texting or paying attention in any way to your phone.
  o Points will be deducted for repeated disruptions and for a failure to regularly participate in class.

Grading Criteria:
A = 900 - 810 points
B = 809 - 720 points
C = 719 - 630 points
D = 629 - 540 points
F = 539 or below
## Course Calendar

### Preparing to Interview

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic (Reading due)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 January 22</td>
<td>Introduction to the Course and each other Introduction to Helping&lt;br&gt;Our Motivations</td>
<td></td>
</tr>
<tr>
<td>2 January 29</td>
<td>Common Concerns of Helping&lt;br&gt;Our Values (Chapter 3, pp. 52-53)&lt;br&gt;Culture and Multiculturalism&lt;br&gt;Understanding Yourself and Others (chapter 1)</td>
<td>Homework 1 due</td>
</tr>
<tr>
<td>3 February 5</td>
<td>Perspectives on Yourself and Others (Chapter 2)&lt;br&gt;Ethics and Legalities (Chapter 3, pp. 53-70)&lt;br&gt;Boundaries</td>
<td>Bring a copy of your Ethics Code</td>
</tr>
<tr>
<td>4 February 12</td>
<td>Professionalism (Chapter 4), The Helping Relationship (Chapter 5)&lt;br&gt;The Helping Process</td>
<td>HW 2 due</td>
</tr>
<tr>
<td>5 February 19</td>
<td><strong>Exam #1 on Preparing to Interview</strong></td>
<td>Exam 1 Review due</td>
</tr>
</tbody>
</table>

### Basic Interview Skills

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic (Reading due)</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 February 26</td>
<td>Attending (Chapter 6)&lt;br&gt;Reasons for Listening handout&lt;br&gt;Reflecting Content &amp; Feeling (Chapter 8)&lt;br&gt;*Note: please take extra care to be sure you read chs 6&amp;8&lt;br&gt;Feelings vocabulary handout</td>
<td></td>
</tr>
<tr>
<td>7 March 5</td>
<td>Reflecting Content &amp; Feeling (Chapter 8), continued Video examples&lt;br&gt;Practice</td>
<td></td>
</tr>
<tr>
<td>8 March 12</td>
<td>Questioning Skills (Chapters 9 &amp; 10)&lt;br&gt;Summaries&lt;br&gt;Opening and Closing a Meeting (Chapter 7)</td>
<td>Homework 3 due&lt;br&gt;Homework 4 due</td>
</tr>
<tr>
<td>9 March 26</td>
<td>Strengths&lt;br&gt;Extra practice&lt;br&gt;Interview # 1 Instructions</td>
<td><em>Clinic sign-up for Interview</em>&lt;br&gt;Homework 5 due</td>
</tr>
<tr>
<td>10 April 2</td>
<td><strong>Exam #2 on Basic Skills</strong></td>
<td>Exam 2 Review due</td>
</tr>
</tbody>
</table>
### Advanced Skills

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 April</td>
<td>Assessing Motivation (Chapter 11) Stages of Change handout Goals (Chapters 12, 13)</td>
<td>Interview 1 Due</td>
</tr>
<tr>
<td>12 April</td>
<td>Information Giving and Self-disclosure (pp. 272-274) Challenging Skills (pp. 270-271) Extra Practice Interview # 2 instructions</td>
<td>Homework 6 due</td>
</tr>
<tr>
<td>13 April</td>
<td>Interpreting Themes (pp. 221-223) Taking Action (Chapter 14) The Helping Process Redux</td>
<td>Homework 7 due</td>
</tr>
</tbody>
</table>

### Odds & Ends

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>14 April</td>
<td>QPR Training</td>
<td>Interview 2 Due</td>
</tr>
<tr>
<td>15 May</td>
<td>Terminating Professional Relationships (Chapter 15) Stress, Burnout, and Self Care</td>
<td>Homework 6 due</td>
</tr>
<tr>
<td>16 May</td>
<td><strong>Exam #3 on Advanced Skills and Odds &amp; Ends</strong> <em>Exam #3 will be at usual class time unless otherwise noted.</em></td>
<td>Exam 3 review Due</td>
</tr>
</tbody>
</table>

### Potential for Course Changes

All of the above is subject to change depending on course needs and circumstances. Should any changes be necessary, students will be informed in writing as promptly as possible.

### Required Textbook:


Live Text account, ISBN# 978-0-979-6635-4-3. This may be purchased at the bookstore or purchased online at www.livetext.com. If you have already purchased LiveText, you will use that account and do not need to buy it again. (See last section on syllabus for LiveText info and eligibility.)

### Recommended Textbook:

Because this is a skills-based course, seeing as many examples as possible can be extremely helpful in gaining a better understanding of what is involved with different skills. The above textbook is optional because the Chang text provides some examples, and we’ll also be providing examples in class. If, however, you’re extra concerned about learning skills and would like more help, I highly recommend buying an older edition of this text online, which will allow you to save a lot of money (many texts that are one edition older than the current edition are 80% cheaper than the current edition). Know that we’ll have over a month before we begin discussing and practicing helping skills in detail, so you’ll have time to find an older edition if you decide on it.

Course Evaluation:
Near the conclusion of each semester, you may complete an online course/instructor evaluation survey. Evaluations data is used for a variety of important purposes including: 1) course and program improvement, planning and accreditation; 2) instruction evaluation purposes; and 3) making decisions on faculty tenure, promotion, pay, and retention. Please be thoughtful, thorough, and accurate in completing the evaluation. The evaluation process is completed electronically through MySFA. Although I will be able to view the names of students who have completed the survey, all ratings and comments are confidential and anonymous, and will not be available to me until after final grades are posted. I appreciate your comments and will thoughtfully consider them as means of improving the course.

Student Ethics and Other Policy Information

Academic Accommodation for Students with Disabilities
To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Academic Integrity
Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university polity on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one’s own work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one’s paper without giving the author due credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Students will not receive credit for assignments that contain plagiarized material and/or are a product of cheating.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Please read the complete policy at http://docs.sfasu.edu/gradbulletin-2014/policies/integrity

Withheld Grades Semester Grades Policy (A-54)
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Acceptable Student Behavior
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program (see the Student Conduct Code, policy D-34.1). Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program.

Additional Information:
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:
1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.
2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES
exams (additional information available at www.texas.ets.org/registrationBulletin/<http://www.texas.ets.org/registrationBulletin/>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.