Human Services Department Rehabilitation Services Training Program
RHB 381.022: INTERVIEWING AND HELPING SKILLS
Spring Semester 200

Instructor: Clare Fite, (she, her, hers) LPC-Intern, LCDC

Course Time & Location: Monday & Wednesday 1:00PM-2:15
Human Service Telecommunications (HSTC) building, Room 314

Office: Counseling Services, Rusk BLDG
Office Phone: 936.468.2401
Office Hours: Thursdays 12:00pm-1:00pm
Credits: 3 Credit Hours
Email: fitec@sfasu.edu

I. Prerequisites: RHB 220 (for rehabilitation service program majors)

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.

II. 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

**III. 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**
*All three examinations will be completed and submitted in class. All other assignments will be completed outside of class and submitted through DTL and will be due prior to the start of class. Unless otherwise specified or approved I will not accept assignments late.*

**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)

- **You MUST bring SCANTRONS for exams – Scranton form 882 E**
- The three exams are comprised of various types of test questions, e.g. multiple choice questions, true/false, short answer, and matching. Questions will be drawn from course lectures, discussion, and readings. **IT IS ESSENTIAL TO READ YOUR TEXT. LECTURES WILL NOT COVER ALL TEST MATERIAL.**

**Demonstrated Skills (250 points)**
Midterm Project (100 points)-You will complete a 10-minute video covering all required skills (rubric will be provided)
Final Project (150 points)-You will be required to complete a review of your video and answer a few short essay questions. Further directions will be provided in class and available on D2L.

**Homework & In-Class Activity (150 points)**
Take home or in-class 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 50 points unless otherwise specified and will be designated on the course calendar.
Attendance/Participation (200 points)
Class Participation includes:
- Each person will be allowed three unexcused absences, after which each unexcused absence will result in a twenty-point deduction from the possible 200-point total.
- If you are more than ten minutes late to any class, consistently late to class, or leave class early without discussing beforehand, this may count as an unexcused absence.
- It is necessary to be present for skills practice and to actively participate in skills in order to be successful in the class

IV. Evaluation and Assessment (Grading Criteria):
A = 900 – 810 points
B = 809 – 720 points
C = 719 – 630 points
D = 629 – 540 points
F = 539 or below

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<thead>
<tr>
<th>ITEM</th>
<th>POINTS</th>
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<tbody>
<tr>
<td>Exams (3 total, 100 points each)</td>
<td>300 points</td>
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<tr>
<td>Demonstrated Skills-Midterm Interview-100 points, Final Project-150 points</td>
<td>250 points</td>
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<tr>
<td>Attendance and Participation</td>
<td>200 points</td>
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<td>Homework and Classwork (3 total, 50 points each)</td>
<td>150</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>900</strong></td>
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V. Course Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading</th>
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<tbody>
<tr>
<td>Jan 15th</td>
<td>Introduction to the Course and each other-Syllabus Review</td>
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<tr>
<td>Jan 20th</td>
<td>NO CLASS</td>
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<td>Jan 22nd</td>
<td>Our Motivations-Values Exercise /Class Activity: Discussion</td>
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<td>Jan 27th</td>
<td>Introduction to Helping</td>
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<td>Jan 29th</td>
<td>Common Concerns of Helping</td>
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<td>Our Values (Ch 3) Understanding Yourself and Others (Ch 1)</td>
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<td>Culture, Multiculturalism, Diversity</td>
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<td>Feb 3rd</td>
<td>Perspectives on Yourself and Others (Ch 2), Ethics and Legalities (Ch 3, pp. 53-70)</td>
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<td>Boundaries</td>
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<td>Homework: Review ethics code</td>
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<td>Feb 5th</td>
<td><em>Bring Ethics Code to Class</em> /Class Activity: Ethics-Compare and Discuss</td>
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<td>Feb 10th</td>
<td>Professionalism (Ch 4), The Helping Relationship (Ch 5), The Helping Process</td>
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<td>Feb 12th</td>
<td>Exam #1 Review-Small Study Groups (NO PP)</td>
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<td>Feb 17th</td>
<td><strong>Exam #1 on Preparing to Interview</strong> Due: Exam Review</td>
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<td>Feb 19th</td>
<td>Attending (Ch 6), Feelings vocabulary handout</td>
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Skill Drill - Attending and Listening Eval Form

Feb 24th  Reflecting Content & Feeling (Ch 8), Feelings Handout  
Skill Drill - Feeling and Content Statements

Feb 26th  Questioning Skills (Ch 9 & 10)  
Skill Drill: Open Ended Questions

March 2nd  TENTATIVE-NO CLASS

March 4th  Summaries, Opening and Closing a Meeting (Ch 7)

March 9th  SPRING BREAK

March 16th  QPR

March 18th  Skill Drill - Interviewing Skills Checklist, Basic Skills Worksheet (NO PP)

March 23rd  Strengths (Ch 9)  
Skill Drill - Identifying Strengths

Midterm Instructions
**SIGN UP FOR CLINIC INTERVIEW**

March 25th  Exam #2 Review - Small Study Groups (NO PP)

March 30th  Exam #2 on Basic Skills Due - Exam Review

April 1st  Goals (Ch 12, 13), Assessing Motivation (Ch 11), Stages of Change handout  
Due: MIDTERM PROJECT

April 6th  Skill Drill: Ownership of Problems and Challenges, Problems Practice and Skills Checklist (NO PP)

April 8th  Challenging Skills (pp. 270-271), Information Giving and Self-disclosure (pp. 272-274)  
Final Project Instructions

April 13th  Interpreting Themes (pp. 221-223), Taking Action (Ch 14)

April 15th  Skill Drill: Coding (NO PP)

April 20th  Terminating Professional Relationships (Ch 15)  
Stress, Burnout, and Self Care  
Due: FINAL PROJECT

April 22nd  Exam #3 Review - Small Study Groups (NO PP)

May 4-8th  Finals Week - Exam #3 on Advanced Skills and Odds & Ends  
*will be during scheduled final exam time  
Due: Exam Review

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.

VI. Required Textbook:

You will need access to a thumb drive for this course.

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.

VII. 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.

VIII. Student Ethics and Other Policy Information: Found at http://www.sfasu.edu/policies/

Class Attendance and Excused Absence: Policy 6.7
Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6
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, 936-468-3004 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/

**Student Academic Dishonesty: Policy 4.1**
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 policy 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.

Please read the complete policy at [http://www.sfasu.edu/policies/academic_integrity.asp](http://www.sfasu.edu/policies/academic_integrity.asp).

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

**Withheld Grades Semester Grades: Policy 5.5**
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.

**IX. Other Relevant Course Information:**

**Statement on Harassment, Assault, AND discrimination**
If you encounter personal problems of any kind on or off campus, please reach out for help. This specifically includes being the victim of sexual assault, domestic violence, harassment based on sex or gender, discrimination based on race, religion, or national origin, or hate speech of any kind. If you are the victim of any of these types of violations on campus, immediately call campus security
Stephen F. Austin State University strives to provide an educational and work environment that affirms the rights and dignity of each individual. It is the policy of the university, in accordance with federal and state law, to prohibit unlawful discrimination on the basis of race, color, religion, national origin, sex, age, disability, genetic information, citizenship, and veteran status. Additionally, Stephen F. Austin State University prohibits discrimination on the basis of sexual orientation, gender identity, and gender expression. Unlawful discrimination based on sex includes discrimination defined as sexual harassment.

Title IX of the Education Amendments of 1972 is a federal law that prohibits sex discrimination in education. It reads:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

Sex discrimination includes sexual harassment and sexual assault.

It is the policy of Stephen F. Austin State University (SFA), in accordance with federal and state law, to prohibit unlawful discrimination as outlined in University policy 2.11 (Discrimination Complaints/Sexual Harassment).