Human Services Department Rehabilitation Services Training Program
Course Syllabus, Fall 2021 Semester

Course Title: Interviewing and Helping Skills
Instructor: Christina Ward, M.A., CRC
Office: Off Campus
Office Hours: Mondays / Tuesday by Appointment
Phone: (936) 554-5492 (call or text)
Email: christina.ward@sfasu.edu

Course Number/ Section: RHAB 3381.002
Course Time & Location: Tuesday, 6:00PM-8:30PM
Human Service Building, 3rd Floor, Room 320
Credits: 3 Credit Hours

Appointments for other times are available by contacting Instructor Ward by email. Allow at least 24 hours in advance to schedule times other than those listed in the office hours.

Prerequisites: RHB 220 (for rehabilitation service program majors only)


**** Please bring textbook to every class for In-Class assignments ****

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 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.

James I. Perkins College of Education Diversity Statement is found at the following link: http://coe.sfasu.edu/about-us/

General Learning Goals, Objectives & Outcomes:
The overall goal of this course is to acquire effective interviewing and helping skills needed to become an empathic, ethical, and effective interviewer in a variety of rehabilitation and social services settings.

Program Learning Outcomes:
Workplace Readiness- Students will demonstrate the ability to work with people with disabilities in a real-world setting.
Critical Thinking- Students will learn to differentiate empirically supported rehabilitation practices from unsupported practices. Students will also develop awareness of the differences between practices that require the administration by trained professionals from practices that do not.
Communication- Students will learn and understand how to talk to and communicate about people seeking rehabilitation services.
Evidence-based Practices in Rehabilitation- Students will survey standard statistical concepts and recognize pseudoscientific practices among practices used in rehabilitation.
Interviewing and Helping Skills- Students will acquire effective interviewing and helping skills for use in rehabilitation and social service settings.
**Student Learning Outcomes:**

1. Students will learn the essential building block in the development of competent beginning level practice. These building blocks include: the importance of self-understanding, major ways of perceiving self and others, values, ethics and legal obligations, and professional relationships and roles.

2. Students will develop self-understanding, knowledge of ethical principles and professional relationships, and mastery of foundational practice information.

3. Students will learn competency in the use of self and basic professional tasks and skills.

4. Students will learn the practice behaviors and competencies that have been identified as important in the major helping professions.

5. Students will have the basic skills to conduct an interview and communicate their findings.

**Course Activities:**

Interviewing is best learned by doing. This course will involve practicing what you learn in the classroom. The course format will involve lecture followed by practicing the interviewing process/skills with classmates. Knowledge is essential to practice, there will be 3 exams and 15 homework assignments covering the technical aspects of the material. Each student will complete one end-of-semester interviewing video at the SFA Human Services Counseling Clinic located in HSTC 202 (on the second floor right around the corner from the elevators). Each student is required to upload their interviewing video to D2L. Final semester assignment is a reflection paper due week 15.

**Course Assignments**

**Examinations (300 points)**

Exam #1 – Preparing to interview (100 points)

Exam #2 – Basic interviewing skills (100 points)

Exam #3 – Advanced interviewing skills (100 points)

- **You MUST bring SCANTRONS for exams – Scantron 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 TEXTBOOK. LECTURES WILL NOT COVER ALL TEST MATERIAL.**

- Make up exams are permitted with proper documentation and are to be scheduled with the instructor. You must contact the instructor as soon as possible and arrange a makeup exam; exam must be completed within ONE WEEK after missing or forfeit the opportunity to make it up.

- You will have **1.5 hours** of class period to complete the exam. Please see instructor for special accommodations.

- You will not be permitted to take the exam if you are more than 15 minutes late. Please contact instructor immediately should you miss an exam.

- **Exams are held on Weeks: 5, 10, and week 16 – 100 points each; 300 total points.** Exam dates may vary as needed/required.

**Demonstrated Skills (300 points)**

**Interview Presentation** - (200 points) Will last 15 to 20 minutes and cover all required skills and any applicable enhanced skills.

**Interview Critique** - (100 points)- you will be required to write a short Critique answering a few questions provided during class regarding your performance as an Interviewer. For grading, I am looking for evidence of careful analysis of your own performance and thoughtful answering of the questions provided.

**Homework & In-Class Activity (300 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 20 points unless otherwise specified and will be designated on the course calendar. These will be graded for a combined total of 300 points.

**Reflection Paper (100 points):** Due at the end of the semester, Reflection paper will be your overall thoughts and experiences during the semester, what have you learned throughout the process and how you will apply the interviewing skills vocationally.
Be careful not to plagiarize. Your work is subject to submission to plagiarism software. If you are found to have plagiarized, you will lose all points for the assignment and you will be reported to the University Committee of Academic Integrity. No late assignments are accepted, unless discussed and excused before due date. In-class assignments are due during the class time assigned or at the beginning of the following class as specified.

You will turn in all assignments in D2L unless otherwise specified or if you have made arrangements before due date.

Quizzes & Other Assignments (points as assigned): Quizzes may be given both in class and online in D2L; assignments may also be given as classroom activities or as outside work. **Must be present to complete in-class assignments and these cannot be made up.** All outside assignments with instructions and due dates will be posted in D2L on the course’s home page. Students may also be instructed to submit assignments in D2L. In this case, a student will not be given credit for the assignment unless it is submitted according to the instructions given; this includes completing the assignment in the proper format and turning it in at the proper time.

This is a web-enhanced class. You will need to visit BRIGHTSPACE by D2L regularly to keep up with assignments, contact the instructor, and receive supplemental information for your success in the course. Classroom activities, homework assignments, other instructional materials, and grades will all be posted in BRIGHTSPACE. All homework will be posted in BRIGHTSPACE. In the case of an absence from class, it is the student’s responsibility to check BRIGHTSPACE for any homework assigned, and the assignment will still be due on the same due date as the rest of the class. Missing class is not an excuse for not completing an assignment.

Attendance: Regular and punctual attendance is expected, and attendance will be taken. Material may be covered in class that is not included in the text material. Each student is responsible for all information and instructions covered in class. It is the responsibility of the student to determine what was covered in class and complete and turn in any assignments when due. On some days, assignments can be given during class times that will count as part of the In-class activities and quiz grades cannot be made-up for any reason.

**Evaluation and Assessment (Grading Criteria):**

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<thead>
<tr>
<th>Grading Scale</th>
<th>Total Points</th>
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<tr>
<td>A</td>
<td>89.5-100% of Total Points</td>
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<tr>
<td>B</td>
<td>79.5-89.4% of Total Points</td>
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<tr>
<td>C</td>
<td>69.5-79.4% of Total Points</td>
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<tr>
<td>D</td>
<td>59.5-69.4% of Total Points</td>
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<td>F</td>
<td>&lt; or = 59.4% of Total Points</td>
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<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tr>
<td>Examinations</td>
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<td>Each Item</td>
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<td>Total</td>
<td>300</td>
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<td>3 @ 100 points each</td>
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<td>Demonstrated Skills (Interview)</td>
<td>300</td>
<td>30%</td>
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<tr>
<td>Interview Presentation</td>
<td>200</td>
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<tr>
<td>Self-Critique</td>
<td>100</td>
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<tr>
<td>Homework / In-Class Assignments</td>
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<td>30%</td>
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<tr>
<td>15 @ 20 points each</td>
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<tr>
<td>Reflection Paper</td>
<td>100</td>
<td>10%</td>
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<td>1 @ 100-point each</td>
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<tr>
<td>TOTALS</td>
<td>1000</td>
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Grades:
Grades can be accessed through Desire2Learn (D2L). You should check your posted grades often and communicate any questions. You must check your grades prior to final exam week. Unless you email prior to finals week, you indicate that you are in agreement with the grades posted. Do not contact the instructor during exam week asking to make up an assignment or to be allowed extra credit. Please see sections on Attendance and Makeup Policy.

Makeup Policy: (University Excused) Makeup exams will be allowed only if arranged prior to the date of the test. The student must provide documentation for the excused absence. Notes from the school’s Health Clinic will not be accepted as excused absences unless the note specifically states that the student is unable to attend class. Please see your General Bulletin for a further explanation of excused absences. Makeup exams for non-excused absences will be determined at the sole discretion of the instructor and, if allowed, will usually consist of an essay-type exam.

Written Documents: All documents are to be TYPED. Handwritten documents will not be accepted for credit unless specifically assigned or approved by instructor. When submitting an assignment through D2L/e-mail, it should be formatted in Microsoft Word format. If the assignment is created in any other format, it should be saved as a text file (*.txt or *.rtf) and attached to an e-mail or in the assignment module.

Course Evaluations: Near the conclusion of each semester, students in the Perkins College of Education electronically evaluate courses taken within the PCOE. Evaluation 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.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the Perkins College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

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
Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam.
- falsifying or inventing of any information, including citations, on an assignment.
- 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 one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person.
- submitting a work that has been purchased or otherwise obtained from the Internet or another source.
- incorporating the words or ideas of an author into one's paper or presentation without giving the author 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.

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

Withheld 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 by the deadline set by the instructor of record, not to exceed 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., Military Service Activation (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.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six courses drop limit since the student is incurring an academic penalty.

Student Code of Conduct: Policy 10.4
Interference or disruption of students, faculty, administration, staff, the educational mission, or routine operations of the university is prohibited. Such activity includes, but is not limited to, behavior in a classroom or instructional program that interferes with the instructor or presenter’s ability to conduct the class or program, or the ability of others to profit from the class or program. To remain in the vicinity of activity that is disrupting normal university functions when requested to leave by a university official is prohibited. Bystanders, if their presence incites or adds to the disruption, as well as more active participants in the disruptive activity, may be in
violation of this policy as well. Engaging in physical violence of any nature against any person. This includes fighting; assaulting; battering; using a knife, gun, or other weapon; or acting in a manner that threatens or endangers the physical health or safety of any person or causes a reasonable apprehension of such harm.

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 at SFA.

SFASU values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support student’s mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:
SFASU Counseling Services
www.sfasu.edu/counselingservices
3rd Floor Rusk Building
936-468-2401

SFASU Human Services Counseling Clinic
www.sfasu.edu/humanservices/139.asp
Human Services Room 202
936-468-1041

Crisis Resources:
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741

Code of Ethics for the Texas Educator:

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.


To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history
evaluation letter regarding the person’s potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual’s self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a non-refundable fee. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification. You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and
- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed, and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation. Additional information can be found at https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

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 http://www.tx.nesinc.com/PageView.aspx?f=GEN_Tests.html. 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, contact the Office of Assessment and Accountability at 936-468-1282 or edprep@sfasu.edu.
<table>
<thead>
<tr>
<th>Week / Date</th>
<th>Topics (Reading due before class)</th>
<th>Assignments: (Posted in D2L)</th>
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</thead>
<tbody>
<tr>
<td>1: 8/24/21</td>
<td>Introductions- Syllabus- Getting Acquainted- Class Expectations</td>
<td>Assignments: (Posted in D2L)</td>
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<tr>
<td>2: 8/31/21</td>
<td>Chapter 1: Importance of Self Understanding</td>
<td>Homework 1 Due</td>
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<td>Chapter 2: Ways of Understanding and Perceiving Self and Others</td>
<td>Homework 2 Due</td>
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<tr>
<td>3: 9/07/21</td>
<td>Chapter 3: Values, Ethics, and Legal Obligations.</td>
<td>Homework 3 Due</td>
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<td>Chapter 4: Professionalism and Professional Relationships</td>
<td>Homework 4 Due</td>
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<td>Bring to class a copy of your Code of Ethics per your Degree.</td>
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<td>4: 9/14/21</td>
<td>Chapter 5: Developing Working Relationships</td>
<td>Homework 5 Due</td>
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<td>Chapter 6: Foundational Interpersonal Skills</td>
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<td>Chapter 7: Beginning and Ending a Meeting</td>
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<td>5: 9/21/21</td>
<td><strong>Exam #1- Preparing to interview (1.5 Hrs.)</strong></td>
<td>Exam 1 Review Due</td>
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<td>6: 9/28/21</td>
<td>Chapter 8: Demonstrating Active Listening</td>
<td>Homework 6 Due</td>
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<td>Chapter 9: Using Questions</td>
<td>Homework 7 Due</td>
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<td>7: 10/05/21</td>
<td><strong>Exam 2 Review</strong></td>
<td>Homework 8 Due</td>
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<tr>
<td>8: 10/12/21</td>
<td>Chapter 10: Exploring and Discovering</td>
<td>Homework 9 Due</td>
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<tr>
<td>9: 10/19/21</td>
<td><strong>Exam 2 Review</strong></td>
<td>Homework 10 Due</td>
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<tr>
<td>10: 10/26/21</td>
<td><strong>Exam #2- Basic interviewing skills (1.5 Hrs.) Chapters 5-10</strong></td>
<td>Exam 2 Review Due</td>
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<td>11: 11/02/21</td>
<td>Chapter 11: Thinking about Readiness and Motivation</td>
<td>Homework 11 Due</td>
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<td>12: 11/09/21</td>
<td>Chapter 12: Identifying Key Problems or Challenges</td>
<td>Homework 12 Due</td>
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<td>13: 11/16/21</td>
<td>Chapter 13: Establishing Goals</td>
<td>Homework 13 Due</td>
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<td>14: 11/23/21</td>
<td>Chapter 14: Taking Action</td>
<td>Homework 14 Due</td>
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<td>15: 11/30/21</td>
<td>Chapter 15: Evaluating and Ending Professional Relationships</td>
<td>Homework 15 Due Skills Video Due</td>
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<td><strong>Exam 3 Review</strong></td>
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<tr>
<td>16: 12/07/21</td>
<td><strong>Exam #3 on Advanced Skills (1.5 Hrs.) Chapters 11-15</strong></td>
<td>Exam 3 Review Due Interview Paper Due</td>
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****This schedule is tentative and is likely to change throughout the semester. ****